

**Spring Independent School District
Jenkins Elementary
2023-2024 Campus Improvement Plan**



Mission Statement

Jenkins Mission Statement

The purpose of Jenkins Elementary School is to promote an environment that embraces individual differences by preparing and supporting all students to develop a strong social-emotional foundation, achieve at high levels academically, and behave in a socially responsible manner.

Vision

Jenkins Vision Statement

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners.

Core Beliefs

Jenkins Core Values

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.

Jenkins 6 Pillars

Jenkins Elementary 6 Pillars of character are: trustworthiness, fairness, responsibility, caring, citizenship, and respect.

Everywhere.....All the Time!

Jenkins STARS Pledge

I will Show Kindness

I will Take responsibility for my actions

I will Always follow directions

I will Respect myself and others

I will Show quality work

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jenkins Elementary is a Title I campus located in Spring, TX. Jenkins was named in honor of Mildred Jenkins, who served as Spring ISD school nurse for 26 years until she retired in 1974. In 1959, the same year Spring started playing football, Mrs. Jenkins became a full-time nurse to the District and served as the team “doctor.” Jenkins Elementary was built in 1976.

Jenkins Elementary is a forty-seven-year-old, PK-5th grade campus. The school is a neighborhood school within a diverse community that is constantly growing and changing. Families attending the school are strong believers in community and tradition.

Our campus has seen a change in demographics since the school was established. Student enrollment at Jenkins Elementary has declined, with enrollment decreasing from about 700 students in 2015 to under 600 students in 2021. June 2023 enrollment data shows 630 students enrolled, with Hispanic students are the majority student population. The campus groups consist of the following: 28.9% are African American, 58.6% are Hispanic, 8.6% are White, and 1% are Asian. Jenkins Hispanic population has grown rapidly over the last four years. As the diverse population continues to grow, the campus will ensure equity for all students and strive daily to provide high quality instruction to meet the needs of each individual.

The latest TAPR report indicates that 38.6% of teachers have 11-20 years experience, 23.4% have 1-5 years experience, 18.7% have 6-10 years experience, 11% over 20 years experience, 8.4% 1st time teachers. The teacher staff consists of 38.6% African American, 35% White, and 22% Hispanics. Teacher retention rate was 95%.

Scholars attending school has fallen since the 2020 school year. The attendance rate was 92.6%. We have buses that serve students receiving special education services and two buses for the small number of students who live beyond the 1.5-mile radius. Jenkins Elementary student groups include: 24% Emergent Bilinguals (EBs), 18% Bilingual, 5% English Second Language Learners, 5% Gifted and Talented, 18 % Special Education, 3% Section 504, 1% Dyslexia, 88% At-Risk, 91% Economically Disadvantaged and less than 1% Homeless.

Demographics Strengths

Jenkins Elementary demographic strengths include:

Jenkins Elementary School success is contributed to the strong bonds and ties from family generations attending Jenkins. Jenkins is a neighborhood school where family wants to be a part of the culture, climate, and school events to maintain its 47 years of traditions. Jenkins interacts with the community through various social media platforms (Twitter, Facebook, Website, and Instagram) to ensure the partnership with the community remains strong. Jenkins has a strong PTO that meets regularly to provide opportunities for the campus to connect with parents and increase community involvement. The campus PTO host several events last year to promote community involvement. The business partnership with Koala Kare has provided our parents with the highest level of before and afterschool child care so they rest easy knowing their children are safe on the school campus, being cared for by teachers and school staff. Jenkins Elementary provides a variety of opportunities for parents and students to collaborate and participate in, in engaging and enlightening events. These events are offered during different times of the day and different days of the week so parents always have a chance to attend. Jenkins has partnered with the District Family and Community Engagement Department to create partnerships among the families and the community to help all students reach high levels of academic achievement. The department provides the campus support with business partners, volunteers, and opportunities for family events to occur at Jenkins Elementary.

Historically, Jenkins students population has supported a positive community and high levels of participation of all students. The positive school culture is demonstrated by the scholars

daily. Scholars are very accepting of new scholars and show mutual respect for one another. The students are often protective and sensitive to the needs of our students served by the Special Education program. With six programs on campus, students and staff members get to know all of the students, which creates a caring bond among students. The campus is a one to one campus which means every student had either a personal or district device to participate in learning.

Jenkins takes pride in its diversity of staff members to provide students with an opportunity of building meaningful relationships with scholars to increase student achievement.

Majority of the staff have more than 11 years of experience. Currently 37.5% of the teachers have obtained their Masters Degree. The campus will encourage many more to participate in the District partnership with universities to obtain Master Degree in Education Leadership. For 2023-2024 school year, Jenkins is 100% staff with teachers and support staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Jenkins attendance rate has been 92.7% which is below the district target percent rate of 98%. **Root Cause:** Systems for monitoring students with poor attendance were not consistently implemented with fidelity by all designated stakeholders to address chronic absenteeism.

Problem Statement 2 (Prioritized): The data suggested that Jenkins enrollment has declined in the last four years. **Root Cause:** Jenkins has a high mobility rate which causes the number of students to enroll decreased.

Student Learning

Student Learning Summary

Reviewing the campus data for the 2022-2023 school year, the campus has identified a few trends.

The campus leadership have analyzed the data for potential growth and declines. The leadership team reviewed the Student Achievement Domain and Closing the Gaps domain and conducted the following process: data analysis, identify the problem statements and root cause, and determine campus needs. The campus has daily acceleration/enrichment opportunities scheduled for each grade level. The data does not show that the acceleration/enrichment opportunities and core instruction were effective for all students.

The campus interventionist/leadership team is in place to address the findings below.

PK Wave 3 Circle scores ON TRACK:

2021-2022

- PK Circle Letter-Sound Correspondence: 95%
- PK Circle Phonological Awareness: 86.21%
- PK Circle Early Writing: 87.93%
- PK Circle Mathematics: 93.10%

2022-2023

- PK Circle Letter Sound: 100%
- PK Circle Phonological Awareness: 83%
- PK Circle Early Writing: 95%
- PK Circle Mathematics: 98%

2022-2023 mClass Data:

- BEGINNING OF YEAR: 25% END OF YEAR: 36%

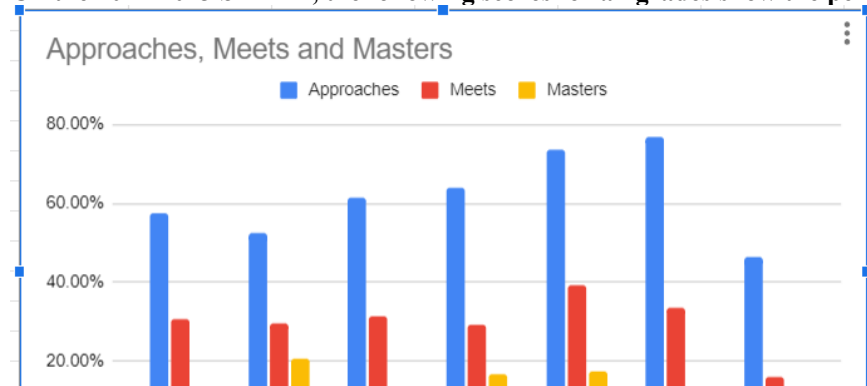
2022-2023 MAP Reading 3rd-5th Grade:

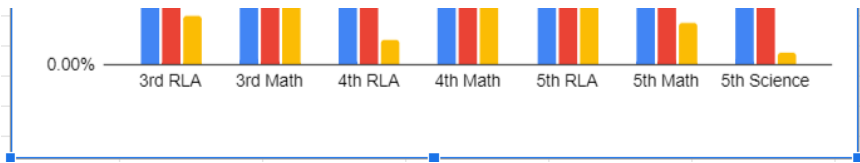
- BEGINNING OF YEAR: 59% END OF YEAR: 68%

2022-2023 MAP MATH 3rd-5th Grade:

- BEGINNING OF YEAR: 50% END OF YEAR: 57%

On the 2022-2023 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:





STAAR 2022-2023	3rd RLA	3rd Math	4th RLA	4th Math	5th RLA	5th Math	5th Science	Grade 3-5 Math	Grade 3-5 Reading
Approaches	57.65%	52.38%	61.54%	64.00%	73.56%	76.74%	46.51%	67%	64%
Meets	30.61%	29.55%	31.25%	29.17%	39.06%	33.33%	16.00%	33%	30%
Masters	12.24%	20.45%	6.25%	16.67%	17.19%	10.61%	3.00%	13%	8%

On the 2021-2022 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:

STAAR 2021-2022	3rd RLA	3rd Math	4th RLA	4th Math	5th RLA	5th Math	5th Science	GRADE 3-5 Math	Grade 3-5 Reading
Approaches	53.00%	54.00%	64.00%	62.00%	67.00%	63.00%	53.00%	60%	61%
Meets	36.00%	25.00%	33.00%	32.00%	38.00%	25.00%	26.00%	27%	36%
Masters	17.00%	8.00%	15.00%	10.00%	23.00%	10.00%	11.00%	10%	19%

TELPAS RATING 2022-2023

- 2021-2022 Advanced High 7 Students
 - 2021-2022 Advanced 26 Students
 - 2021-2022 Intermediate 46 Students
 - 2021-2022 Beginners 29 Students
- 2022-2023 Advanced High 9 Students
 - 2022-2023 Advanced 28 Students
 - 2022-2023 Intermediate 60 Students
 - 2022-2023 Beginners 37 Students

ATTENDANCE RATE:

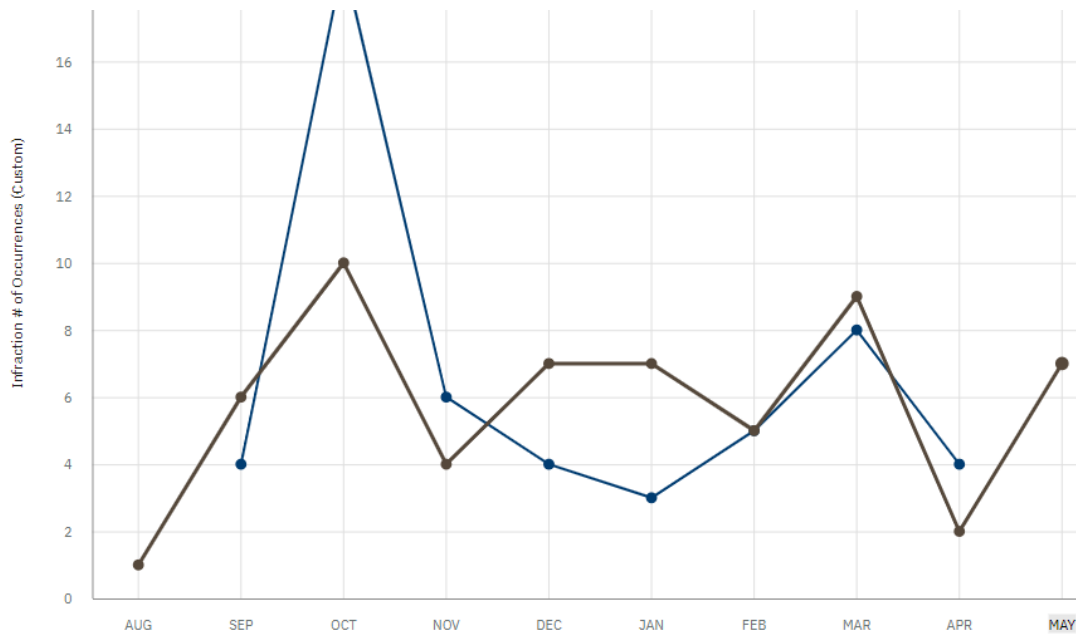
- 2020-2021- 93%
- 2021-2022- 92.7%
- 2022-2023- 92.7%

Discipline Infractions Trends:

Yearly Trends

School Year Desc
 ● 2021-22 ● 2022-23





- 2021-2022 53 Infractions
- 2022-2023 58 Infractions

Student Learning Strengths

Jenkins Elementary School has a population of committed teachers who wants the best for our students. During 2021-2022 school year, the campus became a one to one technology campus. The campus teachers will continue use of the implementation of technology in the classroom this current school year.

DATA STRENGTHS FOR 2021-2022 SCHOOL YEAR:

Jenkins Elementary Accountability Rating for 2021-2022 - **B Rating**

DATA STRENGTHS FOR 2022-2023 SCHOOL YEAR:

PK Wave 3 Circle score ON TRACK

2021-2022

- PK Circle Letter-Sound Correspondence: 95%
- PK Circle Early Writing: 87.93%
- PK Circle Mathematics: 93.10%

2022-2023

- PK Circle Letter Sound: 100%
- PK Circle Early Writing: 95%
- PK Circle Mathematics: 98%

3rd-5th Grade STAAR DATA Growth 2021-2022 to 2022-2023:

- Math- Approaching increased by 7%, Meets increased by 6%
- Reading- Approaching increased by 3%

Grade Level Growth 2021-2022 TO 2022-2023:

- 3rd Grade Reading- Approaching increased by 7%
- 5th Grade Reading- Approaching increased by 6%
- 4th Grade Math- Approaching increased by 2%, Meets by 6%
- 5th Grade Math- Approaching increased by 13%

Overall, Jenkins met 5 out of 7 District Goals for 2022-2023 School Year

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus STAAR performance in 5th grade Science has shown a decline in the data. **Root Cause:** A lack of focus on vertically aligned science lessons for grades K-5 that concentrated the components, cycles, patterns, and natural events of earth and space systems and incorporated hands on activities and labs .

Problem Statement 2 (Prioritized): The campus STAAR and MAP performance in 3rd grade Math has shown a slight decline in the data. **Root Cause:** The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.

Problem Statement 3 (Prioritized): The K-2 mClass data has shown little to no growth in reading outcomes. **Root Cause:** Teachers need continuous support on internalization and implementation of the newly adopted curriculum that focuses on balance literacy instruction.

Problem Statement 4 (Prioritized): The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass. **Root Cause:** Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs

Problem Statement 5 (Prioritized): The campus STAAR and MAP performance in 4th grade reading shown a slight decline in the data. **Root Cause:** The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment at Jenkins Elementary is guided by the Spring ISD scope and sequence for each content area. At the beginning of the year, grade level teams mapped out the plan to teach all TEKS before the end of the school year. During our planning PLCs, we focus on the TEKS, sub-objectives needed to master the TEKS, how items may be assessed, what students should know and show after the lesson to demonstrate mastery. Teachers and campus leaders collaborate weekly to plan instruction that includes the following:

- TEKS and sub-objectives for the week
- How to assess students data
- "What students should know?" and "How will students show mastery?"
- Delivery of initial instruction with differentiation to meet the needs of all students
- Re-teaching of previously taught skills that students have not mastered
- PLC types include planning, learning, at-bats and data driven instruction planning
- Campus Professional Development Focus: Highly Effective PLC, Habits of Discussion, Talk Read Talk Write, Aggressive Monitoring

Data Driven Instructional Planning is done during PLC after local checkpoints and benchmarks. Similar to planning, teachers and campus leaders plan instruction based on the data, create intervention groups with progress monitoring, and revisit the plan weekly. Students receive re-teaching in class, during interventions, during tutorials, or a combination of the three.

For the upcoming year, we will have to accelerate learning to ensure that students receive on grade level instruction as teachers fill the gaps. We will have an intense focus on Social Emotional Learning and the SpringWay Systems and Routines as part of our day to day operations, counseling and RtI.

The following are the consistent data sources reviewed to determine student growth during the year:

- Checkpoints
- Benchmarks
- Interim STAAR
- MAP Reading and Math
- TELPAS
- End of the year STAAR

- Circle
- mClass

The campus and district goals were 70% in all subject areas of STAAR for Meets and Masters, as well as MAP Growth.

Each faculty and staff member creates goals for student achievement and professional growth. These goals are visited three times a year with an administrator, but are a focus every day in all that we do with students. T-TESS appraisal systems is used to coach and evaluate teachers performance. Staff members are able to participate on various committees such as Campus Improvement Plan Committee, PBIS, Opportunity Culture, etc. In addition, each new teacher will have a mentor to ensure they are supported and successful their first year at Jenkins. Students will also participate in create classroom goals, track progress and recognize their strengths and areas for growth throughout the year. Staff members can participate as sponsors in extracurricular activities to promote school involvement. Other incentives on campus for staff include attendance awards each nine weeks, jean passes, and acknowledgements throughout the school year.

Jenkins partnered with the 21st Century Program. The 21st Century after-school program provided 100 students the opportunity to participate in in-person enrichment classes, culinary classes, cosmetology, hip-hop dance courses, basketball, and STEM. This after-school program included a parent committee that embodied parents to participate in academic and/or social events throughout the school year.

School Processes & Programs Strengths

Jenkins Elementary has identified the following strengths:

- Safety reports reveals Jenkins provides a safe and effective learning environment
- Teachers support the campus by serving on various committees
- Teachers deliver a SEL lesson every day in the morning to build community in the classroom.
- Teachers have a high expectations for positive behavior and take ownership for implementation of student management process
- Two-way communication with parents via email, blackboard, and class Dojo
- Instructional coaches in math and reading
- Campus Academics Specialist/ Literacy Digital Learning Coach
- Reading interventionists for KG-5
- Math interventionists for KG-5
- Teacher Voice and Input on campus based decisions
- Campus Site Based Committees
- Parental Involvement
- Parental webinars

- Teachers participates in SISD Passport 50 Hours of Professional Development
- Built in Enrichment/Acceleration Time
- Opportunity Culture Campus
- Grade level fine arts programs
- Career Day, Hispanic Heritage Month, Field Day, STEM Night, Rodeo Day, STAARY Night, Open House, Grandparents Literacy Day, Fall Festival

Staff is provided opportunities to participate in timely and appropriate professional development throughout the school year.

Strengths in the school process can be seen in our students enrolled in the 21st Century After-School program. These students participated in a variety of academic and non-academic programs where they transferred their experiences to the classroom. Another strength is that of the teachers attending PLC sessions on time and regularly. Evidence could be seen of teachers transferring what they discussed and learned during PLC in their day-to-day academic routine.

In addition, specialists and coaches played a key role in re-designing the Response to Intervention block to transition. Teachers effectively created groups based on data and purposefully developed academic rotation stations which included a teacher station for small groups, a digital learning station, and an independent skills practice station.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus instruction is at the emerging level of rigorous, relevant, and engagement for students in the classroom. **Root Cause:** Lack of implication of the Coaching/Business Model to ensure administrators and coaches are attending PLC and implementing the coaching/feedback model to provide teachers with support with planning and delivery of rigorous, relevant, and engaging instruction for all students.

Perceptions

Perceptions Summary

Jenkins Elementary welcomes parents and the community to become involved with the school. This year, we will bring back programs that allow for volunteering and student display of talents. According to our Parent Engagement Survey, 75% of parents felt Spring ISD involves them in their child's education and 82% felt that Jenkins did. Parents felt families are encouraged to attend school-sponsored activities, such as Back-to-School Night (94%). The survey indicated that the school encourages families to volunteer (92%). Parents are participants on the site-based decision-making committee. The parents are chosen by the principal based on observations, communications and the parents being willing to voice their concerns, comments and suggestions to help the campus grow. These observations and conversations are held throughout the year. Parents have the site-based decision-making committee, Elevate, a suggestion box, and contacting school staff or administrators to express their concerns or gratitude.

We advertise these modes of communication in our calendar, SMORE newsletter, and website to encourage stakeholders to communicate with the school. The survey indicated that 77% of those surveyed did not feel they were informed of campus events and the preferred means of communication are emails (94%), phone calls (83%), in-person meetings (78%), zoom meetings (80%), newsletters (77%), call outs (79%), campus/district web site (79%), weekly folder (84%) and text messages (92%). As a result, we will use all modes to ensure communications are received. Due to 50% of parents sharing that their work schedule limits participation in school events, many will be offered in-person and virtually, as well as recorded for those who could not attend.

The attendance rate for the year was 92.7%, which was below our 98% target. Attendance conferences are held with parents of students who had attendance of 90% or less. The truancy officer works with the campus and makes frequent visits to support the campus. We did not have attendance incentives and will return to monthly incentives for the upcoming year. There is a need to promote good attendance in the classroom by teachers building strong relationships, having engaging/relevant lessons, tracking attendance and using incentives. Students and teachers have experienced much emotional distress since the pandemic. Social-emotional learning and support will be provided to students, families and staff members. The campus will incorporate CHAMPS and Restorative Practices to set expectations and increase positive student interactions.

Jenkins staff will support SISD Leadership Definition. The three core competencies in the Leadership Definition framework are Outcome-Driven, Service-Oriented and Relationship-Centered. The staff will be trained in Spring Way Systems, Routines, and Procedures to ensure we are implementing with fidelity to increase student engagement, building positive relationships, and closing the academic achievement gap. The campus and district conducted staff surveys periodically throughout the year to provide staff an opportunity to give feedback to improve the overall culture of Jenkins Elementary.

Perceptions Strengths

Jenkins Elementary had the following strengths:

- Families are welcome to eat lunch with their children in the designated "family" tables
- Mentor Vines mentor program are active on campus
- Koala Care
- Field Day and Academic Focus Field Trips are highly supported
- Jenkins has business partners who support our school in staff appreciations, Fall Festival, Talent Show, etc.
- Family Engagement Campus Liaison coordinators volunteering opportunities, Title I meetings, parent meetings, and participate in Literacy Night

- Variety of opportunities for student extra-curricular activities- Pretty w/A Purpose, Distinguish Gentlemen, Innovative Pathways, Science Olympiad

We have the capability to offer parents support virtually and in-person. 21st Century and PTO are highly appreciated by staff, parents, and students.

Survey Results

- 83% of parents indicated that they feel welcomed at Jenkins.
- 83% of parents indicated that the school sees parents as important partners.
- 83% of parents felt that the school is responsive to their needs.
- 86% of parents felt that school activities were in a language they understood.
- 83% of parents indicated that the school actively listens to their concerns and provides solutions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents did not have an opportunity to fully partner with campus to increase participation, improve student achievement, and attendance. **Root Cause:** Lack of opportunity to consistently collaborate with the campus administrators and teachers.

Priority Problem Statements

Problem Statement 1: Jenkins attendance rate has been 92.7% which is below the district target percent rate of 98%.

Root Cause 1: Systems for monitoring students with poor attendance were not consistently implemented with fidelity by all designated stakeholders to address chronic absenteeism.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The data suggested that Jenkins enrollment has declined in the last four years.

Root Cause 2: Jenkins has a high mobility rate which causes the number of students to enroll decreased.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The campus STAAR performance in 5th grade Science has shown a decline in the data.

Root Cause 3: A lack of focus on vertically aligned science lessons for grades K-5 that concentrated the components, cycles, patterns, and natural events of earth and space systems and incorporated hands on activities and labs .

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus STAAR and MAP performance in 3rd grade Math has shown a slight decline in the data.

Root Cause 4: The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The K-2 mClass data has shown little to no growth in reading outcomes.

Root Cause 5: Teachers need continuous support on internalization and implementation of the newly adopted curriculum that focuses on balance literacy instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass.

Root Cause 6: Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The campus STAAR and MAP performance in 4th grade reading shown a slight decline in the data.

Root Cause 7: The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Campus instruction is at the emerging level of rigorous, relevant, and engagement for students in the classroom.

Root Cause 8: Lack of implication of the Coaching/Business Model to ensure administrators and coaches are attending PLC and implementing the coaching/feedback model to provide teachers with support with planning and delivery of rigorous, relevant, and engaging instruction for all students.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Parents did not have an opportunity to fully partner with campus to increase participation, improve student achievement, and attendance.

Root Cause 9: Lack of opportunity to consistently collaborate with the campus administrators and teachers.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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

Goals

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.





Performance Level 2023 % 2024 %

Approaches	64%	to	67%
Meets	30%	to	33%
Masters	8%	to	11%

High Priority

Evaluation Data Sources: District Assessment Data, Campus Assessment Data, STAAR DATA, mClass Data, MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: By June 2024, 100% of K-5th grade teachers will have fully implemented the Amplify ELAR/SLAR Reading curriculum and its components to teach and reinforce critical TEKs outlined by the district scope of sequence to increase student achievement and close performance gaps. The implementation will be monitored, supported, and provided coaching/feedback during PLC and classroom observation.</p> <p>Strategy's Expected Result/Impact: mClass, MAP Reading, and Unit Assessments data will be utilized to monitor the progress of implementation.</p> <p>By October 2023, at least 50% of teachers will have fully implemented the district adopted curriculum, Amplify.</p> <p>By December 2023, at least 65% of teachers will have full implemented the district adopted curriculum, Amplify.</p> <p>By March 2024, at least 75% of teachers will have fully implemented the district adopted curriculum, Amplify.</p> <p>By May 2024, 100% of teachers will have fully implemented the Amplify curriculum The adopted curriculum will result in students being more engaged and inspired in Reading classes to become a confident reader, writer, and thinker to increase student outcome on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Digital Learning Coach, ELAR Interventionist, ELAR Multiple Classroom Teacher, Reading Teachers, ELAR Reach Associate</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4, 5</p> <p>Funding Sources: Campus Academic Specialist - 211 Title I, Part A - 6100 - \$85,000, Printer Toner Cartridge - 211 Title I, Part A - 6399 - \$3,000, Professional Development Registration STAAR 3-5 Reading Professional Development - 211 Title I, Part A - 6239 - \$1,675, MCL, Reach Associate - 211 Title I, Part A - \$44,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of Reading teachers will implement Talk Read Talk Write, Habits of Discussions, and Responsive Literacy Teaching to model literacy strategies, reading and writing process and to have interactive read aloud with accountable talk.</p> <p>Strategy's Expected Result/Impact: Literacy instructional strategies posted in the classrooms. Instructional Walks will be conducted to progress monitor implementation.</p> <p>By October 2023, at least 50% of teachers will demonstrate and implement the literacy strategies with fidelity as evidenced by assessment data.</p> <p>By December 2023, at least 60% of teachers will demonstrate and implement the literacy strategies with fidelity as evidenced by assessment data.</p> <p>By May 2024, at least 100% of teachers will demonstrate and implement the literacy strategies with fidelity as evidenced by assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Digital Learning Coach, Interventionist, Multiple Classroom Teachers, Reach Associate, Classroom Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Copy Paper/Hardstock Paper - 211 Title I, Part A - 6399 - \$1,000, Notebooks, Folders - 211 Title I, Part A - 6399 - \$1,000, Flip Chart Paper - 211 Title I, Part A - 6399 - \$1,000, Sticky Notes for student annotation - 211 Title I, Part A - 6399 - \$250, STAAR Software, Materials, Books & Resources - 211 Title I, Part A - 6325 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass. Root Cause: Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs</p>
<p>Problem Statement 5: The campus STAAR and MAP performance in 4th grade reading shown a slight decline in the data. Root Cause: The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.





Performance Level 2023 % 2024 %

Approaches	64%	to	67%
Meets	30%	to	33%
Masters	10%	to	13%

High Priority

Evaluation Data Sources: District Assessment Data, Campus Assessment Data, STAAR DATA, MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: By June 2024, 100% of K-5th grade teachers will have fully implemented the Eureka Math curriculum and its components to teach and reinforce critical TEKS outlined by the district scope of sequence to increase student achievement and close performance gaps. The implementation will be monitored, supported, and provided coaching/feedback during PLC and classroom observation.</p> <p>Strategy's Expected Result/Impact: MAP Math, and Unit Assessments data will be utilized to monitor the progress of implementation.</p> <p>By October 2023, at least 50% of teachers will have fully implemented the district adopted curriculum, Eureka.</p> <p>By December 2023, at least 65% of teachers will have full implemented the district adopted curriculum, Eureka.</p> <p>By March 2024, at least 75% of teachers will have fully implemented the district adopted curriculum, Eureka.</p> <p>By May 2024, 100% of teachers will have fully implemented the Eureka curriculum The adopted curriculum will result in students being more engaged and inspired in math classes to become confident to increase student outcome on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Math Coach, Math Interventionist, Math Multiple Classroom Teacher, Reach Associate, Math Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: White Boards, Erasers, Expo, Sticky Tabs, Pencils, Markers, Ziploc Bags, Copy Paper - 211 Title I, Part A - 6399 - \$2,000, Copy Paper - 211 Title I, Part A - \$1,000, Document Cameras - 211 Title I, Part A - 6399 - \$1,500, Professional Development Training STAAR Math 3-5 - 211 Title I, Part A - 6239 - \$1,675, MCL, Reach Associate - 211 Title I, Part A - \$44,000, Poster Boards - 211 Title I, Part A - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of teachers will teach students vocabulary strategies using the literacy strategies Marzano Six Steps, Read Draw Write, and Habits of Discussions, to better understand the word problems and how to make connections to the strategies needed for higher order thinking, solving complex problems and developing conceptual understandings.</p> <p>Strategy's Expected Result/Impact: Word Walls will be posted in the classrooms. Instructional Walks will be conducted to progress monitor the implementation of the literacy strategies Marzano Six Steps, Habits of Discussion , and Marzano's 6 steps to increase students performance outcomes on application problems, problem set, and exit tickets.</p> <p>By October 2023, at least 50% of teachers will utilize the unit vocabulary to demonstrate and implement Marzano Six Steps, Read Draw Write, and Habits of Discussions, with fidelity in the math class as evidenced by assessments data and student work samples.</p> <p>By December 2023, at least 60% of teachers will utilize the unit vocabulary to demonstrate and implement Marzano Six Steps, Read Draw Write, and Habits of Discussions, with fidelity in the math class as evidenced by assessments data, interim assessment, and student work samples.</p> <p>By February 2024, at least 80% of teachers will utilized the unit vocabulary to demonstrate and implement Marzano Six Steps, Read Draw Write, and Habits of Discussions, with fidelity in the math class as evidenced by unit assessments data, MOY data, benchmark data, and student work samples.</p> <p>By May 2024, at least 100% of teachers will utilize the unit vocabulary to demonstrate and implement Marzano Six Steps, Read Draw Write, and Habits of Discussions, with fidelity in the math class as evidenced by unit assessments data, EOY data, and student work samples.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Math Coach, Math Interventionist, Math Multiple Classroom Teacher, Reach Associate, Math Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: STAAR Software, Materials, Books & Resources - 211 Title I, Part A - 6325 - \$2,000, Professional Development Registration STAAR 3-5 (code 6239 or 6299) - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The campus STAAR and MAP performance in 3rd grade Math has shown a slight decline in the data. **Root Cause:** The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.

Problem Statement 4: The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass. **Root Cause:** Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.





Performance Level 2023 % 2024 %

Approaches	47%	to	50%
Meets	16%	to	19%
Masters	3%	to	6%

Evaluation Data Sources: Principal, Assistant Principal, Campus Academic Specialist, Science Teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: By June 2024, 100% of K-5th grade teachers will have fully implemented the Amplify Science curriculum and its components to teach and reinforce critical TEKS outlined by the district scope of sequence, and conduct labs for experiments to increase student achievement and close performance gaps. The implementation will be monitored, supported, and provided coaching/feedback during PLC and classroom observation.</p> <p>Strategy's Expected Result/Impact: Unit Assessment data and lab implementation will be utilized to monitor the progress of implementation.</p> <p>By October 2023, at least 50% of teachers will have fully implemented the district adopted curriculum, Amplify Science.</p> <p>By December 2023, at least 65% of teachers will have full implemented the district adopted curriculum, Amplify Science.</p> <p>By March 2024, at least 75% of teachers will have fully implemented the district adopted curriculum, Amplify Science.</p> <p>By May 2024, 100% of teachers will have fully implemented the Amplify Science curriculum The adopted curriculum will result in students being more engaged and inspired in science classes to become confident to increase student outcome on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Student Support Specialist, Science Teacher</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: White Boards, Erasers, Expo, Sticky Tabs, Pencils, Markers, Ziploc Bags, Copy Paper - 211 Title I, Part A - 6399 - \$1,000, Lab Material & Supplies (Poster Board, Batteries, Markers, Popsicle sticks - 211 Title I, Part A - 6399 - \$1,000, Academic Experience Focusing on Literacy/Stem Entry Fee & Transportation - 211 Title I, Part A - 6494, Professional Development Registration STAAR 5th (code 6239 or 6299) - 211 Title I, Part A - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The teachers will use vocabulary strategies , pictorial models, and connecting words to cross curricular to teach prefixes and suffixes as well as context clues to expose students to unfamiliar science vocabulary words.</p> <p>Strategy's Expected Result/Impact: Students will become more familiar with unfamiliar science terms to improve their vocabulary, increase their content knowledge, and as a result an increase in STAAR results.</p> <p>By October 2023, at least 50% of teachers will demonstrate and implement the vocabulary strategies and pictorial models with fidelity in the science class as evidenced by assessments data, labs, and student work samples.</p> <p>By December 2023, at least 60% of teachers will demonstrate and implement the vocabulary strategies, pictorial models, and connecting words to cross curricular with fidelity in the science class as evidenced by assessments data, labs, and student work samples.</p> <p>By February 2024, at least 75% of teachers will demonstrate and implement the vocabulary strategies, pictorial models, and connecting words to cross curricular with fidelity in the science class as evidenced by assessments data, labs, and student work samples.</p> <p>By May 2024, at least 100% of teachers will demonstrate and implement the vocabulary strategies, pictorial models, and connecting words to cross curricular with fidelity in the science class as evidenced by assessments data, labs, and student work samples.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Student Support Specialist, Science Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: STAAR Resources & Materials - 211 Title I, Part A - 6325 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June

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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus STAAR performance in 5th grade Science has shown a decline in the data. Root Cause: A lack of focus on vertically aligned science lessons for grades K-5 that concentrated the components, cycles, patterns, and natural events of earth and space systems and incorporated hands on activities and labs .</p>

Student Learning

Problem Statement 4: The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass. **Root Cause:** Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs

School Processes & Programs

Problem Statement 1: Campus instruction is at the emerging level of rigorous, relevant, and engagement for students in the classroom. **Root Cause:** Lack of implication of the Coaching/Business Model to ensure administrators and coaches are attending PLC and implementing the coaching/feedback model to provide teachers with support with planning and delivery of rigorous, relevant, and engaging instruction for all students.


Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	83%
Letter-Sound Correspondence	100%
Early Writing	90%

Evaluation Data Sources: CIRCLE DATA, Nine Weeks grade reports with skills

Strategy 1 Details	Reviews			
<p>Strategy 1: PK teachers will implement the Frog Street curriculum and provide small group instruction to all students. Coaching will be provided using SEE IT! NAME IT! DO IT!</p> <p>Strategy's Expected Result/Impact: Instructional walks to monitor the implementation of the curriculum. Coaching/feedback session provided with next steps. Progress monitoring of student progress to track who is on track of reaching target goal of 95%. CIRCLE Data increased overall.</p> <p>*Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing *Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing *Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing *Incorporate a real world academic experience to enhance the aligned curriculum through observation and exploration.</p> <p>Staff Responsible for Monitoring: Principal, AP , Campus Academic Specialist, PK Teachers, PK Aides</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Academic Experience Focusing on Literacy/Stem Entry Fee & Transportation - 211 Title I, Part A - 6494 - \$1,600</p>	Formative			Summative
	Oct	Jan	Mar	June

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Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Campus instruction is at the emerging level of rigorous, relevant, and engagement for students in the classroom. **Root Cause:** Lack of implication of the Coaching/Business Model to ensure administrators and coaches are attending PLC and implementing the coaching/feedback model to provide teachers with support with planning and delivery of rigorous, relevant, and engaging instruction for all students.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students





Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

2023 Percentage

Overall Math 98%

Evaluation Data Sources: Cricle DATA, Nine-Weeks grade reports with skills

Strategy 1 Details	Reviews			
<p>Strategy 1: PK teachers will implement the Frog Street curriculum and provide small group instruction to all students. Coaching will be provided using SEE IT! NAME IT! DO IT!</p> <p>Strategy's Expected Result/Impact: Instructional walks to monitor the implementation of the curriculum. Coaching/ feedback session provided with next steps. Progress monitoring of student progress to track who is on track of reaching target goal of 95%. CIRCLE Data increased overall.</p> <p>*Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of mathematics *Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of mathematics *Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of mathematics *Incorporate a real world academic experience to enhance the aligned curriculum through observation and exploration.</p> <p>Staff Responsible for Monitoring: Principal, AP , Campus Academic Specialist, PK Teachers, PK Aides</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Academic Experience Focusing on Literacy/Stem Entry Fee & Transportation - 211 Title I, Part A</p>	Formative			Summative
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Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 1: Campus instruction is at the emerging level of rigorous, relevant, and engagement for students in the classroom. **Root Cause:** Lack of implication of the Coaching/Business Model to ensure administrators and coaches are attending PLC and implementing the coaching/feedback model to provide teachers with support with planning and delivery of rigorous, relevant, and engaging instruction for all students.





Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 36%

Evaluation Data Sources: mClass Assessment Data, Amplify Burst, Amira, I-Ready,

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will utilize mClass data to comprehensively support the unique literacy needs of each student and build intervention time to address students individual needs.</p> <p>Strategy's Expected Result/Impact: By September 2023, all students will have taken the BOY mClass assessment.</p> <p>By October 2023, all Burst groups will have completed the 1st 10 day lesson cycle.</p> <p>By December 2023, 40% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.</p> <p>By MOY assessment, 50% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.</p> <p>By EOY assessment, 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Digital Learning Coach, Student Support Specialist, Interventionist, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Electronic Device for Instructional Walks (iPad Wifi 64GB) - 211 Title I, Part A - 6397 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
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Performance Objective 6 Problem Statements:

Student Learning





Problem Statement 3: The K-2 mClass data has shown little to no growth in reading outcomes. **Root Cause:** Teachers need continuous support on internalization and implementation of the newly adopted curriculum that focuses on balance literacy instruction.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 55%

Evaluation Data Sources: MAP Data, Campus Data, District Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Low performance students will be identified, progress monitored, and targeted for small group instructions, WIN period, and afterschool tutorial. The teams will review the data at the individual student level to adjust instruction and provide support so that every student has an opportunity to improve mastery.</p> <p>Strategy's Expected Result/Impact: BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.</p> <p>MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.</p> <p>EOY - 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.</p> <p>By June 2024, the achievement gap between student groups will decrease by 10%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Digital Learning Coach, Interventionist, Student Support Specialist, Multiple Classroom Teacher, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p> <p>Funding Sources: STAAR Software, Materials, Books & Resources - 211 Title I, Part A - 6321 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 4: The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass. **Root Cause:** Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs

Problem Statement 5: The campus STAAR and MAP performance in 4th grade reading shown a slight decline in the data. **Root Cause:** The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.





Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 55%

Evaluation Data Sources: Campus data, District Data, MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Low performance students will be identified, progress monitored, and targeted for small group instructions, WIN period, and afterschool tutorial. The teams will review the data at the individual student level to adjust instruction and provide support so that every student has an opportunity to improve mastery.</p> <p>Strategy's Expected Result/Impact: BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Math.</p> <p>MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Math.</p> <p>EOY - 65% of 3rd-5th grade students will exceed their growth expectations on MAP Math.</p> <p>By June 2024, the achievement gap between student groups will decrease by 10%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Math Coach, Interventionist, Student Support Specialist, Multiple Classroom Teacher, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
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Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 2: The campus STAAR and MAP performance in 3rd grade Math has shown a slight decline in the data. **Root Cause:** The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.





Problem Statement 4: The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass. **Root Cause:** Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 92.7%

Evaluation Data Sources: Eschool Attendance Data, Decision Ed Data, Attendance Data, Attendance Audits

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will fully implement an attendance committee to monitor attendance data, review student absences, create action plans, and contact families.</p> <p>Strategy's Expected Result/Impact: Students attendance will be track daily of students who are frequently absent.. Campus will have nine weeks celebrations for students who have perfect attendance.</p> <p>By, September 2023, students with 3 or more unexcused absences in a four week period of time will receive a compulsory attendance letters. to increase attendance.</p> <p>By November 2023, parent and student conferences will be held for students who have missed more than 5 unexcused absences to be placed on an attendance contract to increase attendance.</p> <p>By February 2024, parent and student conferences will be held for students who have missed more than 5 unexcused absences to be placed on an attendance contract increase student attendance .</p> <p>By May 2024, The campus will have built relationships with students and parents to have an impact on students attending school to decrease student absences to improve the attendance rate to 98%</p> <p>Staff Responsible for Monitoring: Administrators Campus Academic Specialist, Attendance Committee Members, Attendance Clerk</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 9 Problem Statements:

Demographics

Problem Statement 1: Jenkins attendance rate has been 92.7% which is below the district target percent rate of 98%. **Root Cause:** Systems for monitoring students with poor attendance were not consistently implemented with fidelity by all designated stakeholders to address chronic absenteeism.

Problem Statement 2: The data suggested that Jenkins enrollment has declined in the last four years. **Root Cause:** Jenkins has a high mobility rate which causes the number of students to enroll decreased.





Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Evaluation Data Sources: District & Campus Assessments, BOY MAP/mClass, MOY MAP/mClass, EOY MAP/mClass, STAAR data by student group, Discipline Report, Attendance Report, Circle Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will review and analyze all campus data to identify learner needs (academic, social, and emotional) to address the learning gaps, priority TEKS, misconceptions, and provide appropriate acceleration and enrichment to improve student outcomes as well as incorporate the Student Culture Rubric to improve student joy and engagement.</p> <p>Strategy's Expected Result/Impact: By October 2023, BOY assessment identifies students area of needs.</p> <p>By February 2024, the MOY assessment will have at least 10% of students will show growth on MAP and mClass assessments.</p> <p>By May 2024, the EOY assessment will have at least 15% of students show growth on MAP and mClass assessments.</p> <p>Data analysis protocols will be fully implemented by May 2024.</p> <p>Quarterly reviewing: *Professional Learning Community data *Successful learner academic achievement *Implement School Culture Rubric to provide healthy learner social-emotional skills *Incorporate a real world academic experience to enhance the District Aligned Curriculum through observation and exploration.</p> <p>Staff Responsible for Monitoring: Administrative Team Campus Academic Specialist Digital Learning Coach, MCL, Interventionist, Counselors Student Support Specialist, Teachers, Reach Associate</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4, 5</p> <p>Funding Sources: Academic Experience Focusing on Literacy/Stem Entry Fee & Transportation - 211 Title I, Part A - 6494 - \$8,000, After School Tutorial - 199 State SCE - State Compensatory Education (PIC, STAAR Software, Materials, Books & Resources - 199 State SCE - State Compensatory Education (PIC - 6399 - \$640</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: High dosage tutoring will be provided after school to students to decrease deficits in reading.</p> <p>Strategy's Expected Result/Impact: By October 2023, the achievement gap students groups will be less than a 25% difference as measured by the first quarter assessment.</p> <p>By December 2023, the achievement gap students groups will be less than a 15% difference as measured by the second quarter assessment.</p> <p>By February 2024, the achievement gap students groups will be less than a 10% difference as measured by the third quarter assessment.</p> <p>By May 2024, the achievement gap students groups will be less than a 5% difference as measured by the 2024 STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrative Team Campus Academic Specialist Digital Learning Coach, MCL, Interventionist, Counselors Student Support Specialist, Teachers, Reach Associate</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4, 5</p> <p>Funding Sources: Headphones/microphones for Amira - 211 Title I, Part A - 6399 - \$1,000, Tutorial - 199 State SCE - State Compensatory Education (PIC - 6118.TU - \$7,000, STAAR Software, Materials, Books & Resources - 199 State SCE - State Compensatory Education (PIC - 6321 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: The K-2 mClass data has shown little to no growth in reading outcomes. Root Cause: Teachers need continuous support on internalization and implementation of the newly adopted curriculum that focuses on balance literacy instruction.</p> <p>Problem Statement 4: The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass. Root Cause: Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs</p> <p>Problem Statement 5: The campus STAAR and MAP performance in 4th grade reading shown a slight decline in the data. Root Cause: The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.</p>


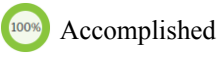
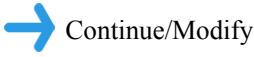

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Evaluation Data Sources: District & Campus Assessments, BOY MAP, MOY MAP, EOY MAP, STAAR data by student group, Discipline Report, Attendance Report, Circle Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will review and analyze all campus data to identify learner needs (academic, social, and emotional) to address the learning gaps, priority TEKS, misconceptions, and provide appropriate acceleration and enrichment to improve student outcomes as well as incorporate the Student Culture Rubric to improve student joy and engagement.</p> <p>Strategy's Expected Result/Impact: By October 2023, BOY assessment identifies students area of needs.</p> <p>By February 2024, the MOY assessment will have at least 10% of students will show growth on MAP assessments.</p> <p>By May 2024, the EOY assessment will have at least 15% of students show growth on MAP assessments.</p> <p>Data analysis protocols will be fully implemented by May 2024.</p> <p>Quarterly reviewing: Professional Learning Community data Successful learner academic achievement Implement School Culture Rubric to provide healthy learner social-emotional skills</p> <p>Staff Responsible for Monitoring: Administrative Team Campus Academic Specialist Digital Learning Coach, Interventionist Counselors Student Support Specialist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Academic Experience focusing on Literacy/STEM (Transportation) - 211 Title I, Part A - 6494 - \$1,500, Academic Experience focusing on Literacy/STEM (Entry Fee) - 211 Title I, Part A - 6498 - \$1,010</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: High dosage tutoring will be provided after school to students to decrease deficits in math.</p> <p>Strategy's Expected Result/Impact: By October 2023, the achievement gap students groups will be less than a 25% difference as measured by the first quarter assessment.</p> <p>By December 2023, the achievement gap students groups will be less than a 15% difference as measured by the second quarter assessment.</p> <p>By February 2024, the achievement gap students groups will be less than a 10% difference as measured by the third quarter assessment.</p> <p>By May 2024, the achievement gap students groups will be less than a 5% difference as measured by the 2024 STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Student Support Specialist, Interventionists, Teachers, 21st Century, Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Headphone w/microphones for iReady - 211 Title I, Part A - 6399 - \$1,000, Afterschool Tutorial - 199 State SCE - State Compensatory Education (PIC - 6118.TU - \$8,000, STAAR Software, Materials, Books & Resources - 199 State SCE - State Compensatory Education (PIC - 6321.00 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: The campus STAAR and MAP performance in 3rd grade Math has shown a slight decline in the data. Root Cause: The campus lack consistency of implementation of the newly adopted curriculum, and incorporation of literacy instructional strategies to deepen scholars understanding of complex problems to meet students individual learning needs using varies mode of instruction.</p> <p>Problem Statement 4: The data suggested Special Education students have score significantly below all other student groups in Math, Reading and Science on STAAR,MAP, mClass. Root Cause: Teachers need continuous support and training with differentiating, scaffolding, and accommodating Tier I instruction for students served in Special Education programs</p>

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

Evaluation Data Sources: Sign In Sheets, Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus and family engagement liaison will collaborate and conduct parent meetings, literacy nights, stem nights, communicate via blackboard, conduct surveys, and newsletters to create a parental partnership with the campus.</p> <p>Strategy's Expected Result/Impact: By September 2023, 100 % of staff will be trained by the Family Engagement Community Involvement Department.</p> <p>By December 2023, at least 10% of our parents will have attended a campus wide event with 40% of participation.</p> <p>By May 2024, at least 15% of our parents will have attended a campus meeting or event with 50% of participants.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Counselor Family Engagement Liaison 21st Century CLC Site Coordinator Family Engagement Community Involvement Department</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Involvement Snacks - 211 Title I, Part A - 6499 - \$500, Parent Involvement Supplies - 211 Title I, Part A - 6399 - \$360, Parental Involvement Resources, Books, Materials - 211 Title I, Part A - 6325 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions





Problem Statement 1: Parents did not have an opportunity to fully partner with campus to increase participation, improve student achievement, and attendance. **Root Cause:** Lack of opportunity to consistently collaborate with the campus administrators and teachers.

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: Sign-In Sheets (participation) Agendas
Impact data

Strategy 1 Details	Reviews			
<p>Strategy 1: SEL will be built into the Master Schedule using the Quaver SEL Program to incorporate SEL strategies to meet the needs of the students.</p> <p>Strategy's Expected Result/Impact: By September 2023, PBIS committee will work with campus with Class Dojo to promote positive behavior. PBIS committee will meet to frequently to provide incentives for positive student behavior.</p> <p>By October 2023, Campus will have provided teachers opportunities create clubs and organizations to promote SEL.</p> <p>By November 2023, 60% of teachers will have incorporated Quaver SEL curriculum into the classroom.</p> <p>By May 2024, 100% of teachers will have implemented the Quaver SEL curriculum into the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academy Specialist, Counselor, Student Support Specialists, Interventionist, Coaches, Teachers, and Staff</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
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 No Progress
 Accomplished
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 Discontinue

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Campus instruction is at the emerging level of rigorous, relevant, and engagement for students in the classroom. Root Cause: Lack of implication of the Coaching/Business Model to ensure administrators and coaches are attending PLC and implementing the coaching/feedback model to provide teachers with support with planning and delivery of rigorous, relevant, and engaging instruction for all students.</p>

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Evaluation Data Sources: Sign in Sheets, Agendas, Attendance at Homeowners' Associations Meeting

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will partner with community members and business partners to partner with campus for Meet the teachers, Open House, Campus Events, and parent meetings to increase awareness and provide support to community and staff. The campus will partner with Family Community Engagement Department to collaborate on district community involvement opportunity to promote awareness. The campus will send school newsletter, Twitter, and blackboard messages to connect with the community and homeowners.</p> <p>Strategy's Expected Result/Impact: By August 2023, maintain and/or increase campus enrollment.</p> <p>By September 2023, 100 % of staff will be trained by the Family Engagement Community Involvement Department.</p> <p>By October 28, 2023 maintain or increase involvement by 3%.</p> <p>By May 2024, increase enrollment by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Family Engagement & Involvement Liaison, PTO, 21st Century CLC Site Coordinator, Koala Care, Family Engagement Community Involvement Department,</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Jenkins Elementary will collaborate with the 21st-century Program to ensure a strong home/school connection. The program will offer 2 classes that will assist parents in developing their children in the area of academics and social emotional learning. Parent participation will increase in each class by 10 percentage points.</p> <p>Strategy's Expected Result/Impact: Number of parents in each session: October - 25 parents February - 40 parents</p> <p>Staff Responsible for Monitoring: 21st Century Coordinator 21st Century Staff Members Parent Liaison</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Jenkins will collaborate with the 21st-century Program to ensure a strong home/school connection. The program will ensure parental education through Parent Homework Help, Lone Star Community College, and college tour field experiences on and off campus.</p> <p>Strategy's Expected Result/Impact: Number of parents in each session: Fall 2023- 25 - parents Spring 2024 - 40 parents</p> <p>Staff Responsible for Monitoring: 21st Century Coordinator 21st Century Staff Members Parent Liaison Campus Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions





Problem Statement 1: Parents did not have an opportunity to fully partner with campus to increase participation, improve student achievement, and attendance. **Root Cause:** Lack of opportunity to consistently collaborate with the campus administrators and teachers.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Evaluation Data Sources: Eduphoria, Workforce Development Sign In Sheet, Campus Sign in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Progress monitor the Campus Learning Passport completion rate by monitoring the professional learning hours in Strive.</p> <p>Strategy's Expected Result/Impact: By October 2023, at least 25% of staff will have made some progress towards completion of the Learning Passport and Safe Schools.</p> <p>By December 2023, at least 50% of campus will have made significant progress towards completion of the Learning Passport and Safe Schools.</p> <p>Campus will partner with Workforce Development to ensure 100% of campus will have completed the requirements for Safe Schools, Reading Academy, Project Restore and Learning Passport by June 2024.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Specialist, Workforce Development PDF Department, Teachers, Counselors, Interventionist, Support Staff</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Campus instruction is at the emerging level of rigorous, relevant, and engagement for students in the classroom. Root Cause: Lack of implication of the Coaching/Business Model to ensure administrators and coaches are attending PLC and implementing the coaching/feedback model to provide teachers with support with planning and delivery of rigorous, relevant, and engaging instruction for all students.</p>

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Evaluation Data Sources: TTESS Walkthroughs, 45 min Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement the Coaching Feedback Model: See It, Name It, Do It, define incremental quarterly targets, and monitoring strategies by conducting TTESS observations.</p> <p>Strategy's Expected Result/Impact: By August 2023, All staff will be trained on TTESS.</p> <p>By September 2024, BOY conferences complete with goals set.</p> <p>By October 2023, Walkthrough 1 completed.</p> <p>By December 2023, Walkthrough 2 completed.</p> <p>By February 2024, review MOY goals and conduct conferences to review goals.</p> <p>By March 2024, 45 min Observation completed.</p> <p>By May 2024, Summative and EOY conferences completed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Campus instruction is at the emerging level of rigorous, relevant, and engagement for students in the classroom. Root Cause: Lack of implication of the Coaching/Business Model to ensure administrators and coaches are attending PLC and implementing the coaching/feedback model to provide teachers with support with planning and delivery of rigorous, relevant, and engaging instruction for all students.</p>

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	By June 2024, 100% of K-5th grade teachers will have fully implemented the Amplify ELAR/SLAR Reading curriculum and its components to teach and reinforce critical TEKS outlined by the district scope of sequence to increase student achievement and close performance gaps. The implementation will be monitored, supported, and provided coaching/feedback during PLC and classroom observation.
1	6	1	The campus will utilize mClass data to comprehensively support the unique literacy needs of each student and build intervention time to address students individual needs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	By June 2024, 100% of K-5th grade teachers will have fully implemented the Amplify ELAR/SLAR Reading curriculum and its components to teach and reinforce critical TEKS outlined by the district scope of sequence to increase student achievement and close performance gaps. The implementation will be monitored, supported, and provided coaching/feedback during PLC and classroom observation.

State Compensatory

Budget for Jenkins Elementary

Total SCE Funds: \$17,640.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The campus will provide scholars with tutorial to students to address standards and TEKS that students are in need of mastering. The campus will purchase resources and materials to improve initial instruction.

Personnel for Jenkins Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Tomlin	Student Support Specialist	1
Charnesia Wynn	Math Coach	1
Ingrid Miller	K-2 Reading Interventionist	1

Title I

1.1: Comprehensive Needs Assessment

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

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Stakeholders are involved with the development of this plan in the following ways:

Surveys, Parent Meetings, Instructional Leadership Team, Data Reports

2.2: Regular monitoring and revision

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

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

Monitoring of implementation of strategies and students' progress includes:

- Attendance Data Progress Monitoring
- Discipline Data Progress Monitoring
- Academic Data Progress Monitoring
- Socioeconomic and Subgroup Data Assessment

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

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

2.4: Opportunities for all children to meet State standards

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

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

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- WIN period (acceleration/enrichment opportunities during the day)
- Access to Response to Intervention
- Coaching & Feedback Rubric Implementation
- Campus Social and Emotional Learning Program- Quaver 7
- Family Engagement Events and Instructional Celebration Events
- Best Instructional Practices and SpringWay System & Routines Implementation

- 21st Century Program

2.5: Increased learning time and well-rounded education

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

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

Ways that we increase learning time and well rounded education for our students include:

- WIN (In-school intervention time in addition to Tier I instruction based on areas of needs)
- Coaching & Feedback Rubric Implementation on Tier 1 Instruction
- iReady
- Amira
- Burst
- 21st Century Program
- Resource- Print Amplify & Eureka Teacher Editions & Lessons

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

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

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

- Building teacher capacity through Professional Learning Community, Professional Learning Passport, Extended Professional Learning Time

- High Quality 1st Time Instruction using Amplify & Eureka Instructional Programs
- Implementing the Spring PLC Protocol with a focus on the Internalization Silent Solo Prep & At Bats
- Small Group Instruction based on student data needs
- Resources- Print Amplify Mini Burst Teacher Editions

3.1: Annually evaluate the schoolwide plan

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

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

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

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners
- Print Parent and Family Engagement Flyers, Educational Resources, and Materials

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.

4.1: Develop and distribute Parent and Family Engagement Policy

Title I campus will hold at least one meeting annually to review Title I guidelines, school requirements, and services offered at the campus level. Copies of the district/school's Parent and Family Engagement Policy and Parent-Student Compact will be distributed to families in English and in Spanish. Translation services will be available at family events to assist non-English speaking parents/caregivers. Campus administration will update parents on school ratings and plans for improvement

The campus will engage parents in the activities of the schools, which may include PTO organization to work together to supplement and enrich the educational experience. The campus will ensure effective engagement of parents and support a partnership among the school, parents, and the community to improve student academic achievement. The Title I campus will provide resources to parents through the newsletter and meetings to help parents to work with their children to improve their children's achievement.

4.2: Offer flexible number of parent involvement meetings

Offer a flexible number of meetings, such as meetings in the morning or evening, and home visits, as such services relate to parental involvement. Parents will be invited to attend and participate in activities throughout the school year. A parent open house will be held in the fall which will allow parents to visit classrooms and become familiar with school and classroom expectations. Parents will be invited to attend and participate in parent teachers' conferences during the current school year. In addition, parents are invited to meet with teachers during their conference time as well as before or after school. Our school offers Parenting Partners once per semester in both English and Spanish where parents learn parenting and leadership skills which allows parents to become vital contributors to their children's academic and emotional success. Parents are encouraged to obtain a volunteer badge and volunteer on campus during campus activities.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rachel Finley	Digital Learning Coach	Title I, Part A	1
Rushonda Cropper	Campus Academic Specialist	Title I, Part A	1

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	After School Tutorial		\$0.00
2	1	1	STAAR Software, Materials, Books & Resources	6399	\$640.00
2	1	2	STAAR Software, Materials, Books & Resources	6321	\$1,000.00
2	1	2	Tutorial	6118.TU	\$7,000.00
2	2	2	STAAR Software, Materials, Books & Resources	6321.00	\$1,000.00
2	2	2	Afterschool Tutorial	6118.TU	\$8,000.00
Sub-Total					\$17,640.00
Budgeted Fund Source Amount					\$17,640.00
+/- Difference					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	MCL, Reach Associate		\$44,000.00
1	1	1	Printer Toner Cartridge	6399	\$3,000.00
1	1	1	Campus Academic Specialist	6100	\$85,000.00
1	1	1	Professional Development Registration STAAR 3-5 Reading Professional Development	6239	\$1,675.00
1	1	2	STAAR Software, Materials, Books & Resources	6325	\$3,000.00
1	1	2	Sticky Notes for student annotation	6399	\$250.00
1	1	2	Notebooks, Folders	6399	\$1,000.00
1	1	2	Copy Paper/Hardstock Paper	6399	\$1,000.00
1	1	2	Flip Chart Paper	6399	\$1,000.00
1	2	1	White Boards, Erasers, Expo, Sticky Tabs, Pencils, Markers, Ziploc Bags, Copy Paper	6399	\$2,000.00
1	2	1	MCL, Reach Associate		\$44,000.00
1	2	1	Document Cameras	6399	\$1,500.00
1	2	1	Copy Paper		\$1,000.00
1	2	1	Professional Development Training STAAR Math 3-5	6239	\$1,675.00

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Poster Boards		\$300.00
1	2	2	Professional Development Registration STAAR 3-5 (code 6239 or 6299)		\$2,000.00
1	2	2	STAAR Software, Materials, Books & Resources	6325	\$2,000.00
1	3	1	Academic Experience Focusing on Literacy/Stem Entry Fee & Transportation	6494	\$0.00
1	3	1	White Boards, Erasers, Expo, Sticky Tabs, Pencils, Markers, Ziploc Bags, Copy Paper	6399	\$1,000.00
1	3	1	Professional Development Registration STAAR 5th (code 6239 or 6299)		\$500.00
1	3	1	Lab Material & Supplies (Poster Board, Batteries, Markers, Popsicle sticks	6399	\$1,000.00
1	3	2	STAAR Resources & Materials	6325	\$2,000.00
1	4	1	Academic Experience Focusing on Literacy/Stem Entry Fee & Transportation	6494	\$1,600.00
1	5	1	Academic Experience Focusing on Literacy/Stem Entry Fee & Transportation		\$0.00
1	6	1	Electronic Device for Instructional Walks (iPad Wifi 64GB)	6397	\$5,000.00
1	7	1	STAAR Software, Materials, Books & Resources	6321	\$5,000.00
2	1	1	Academic Experience Focusing on Literacy/Stem Entry Fee & Transportation	6494	\$8,000.00
2	1	2	Headphones/microphones for Amira	6399	\$1,000.00
2	2	1	Academic Experience focusing on Literacy/STEM (Transportation)	6494	\$1,500.00
2	2	1	Academic Experience focusing on Literacy/STEM (Entry Fee)	6498	\$1,010.00
2	2	2	Headphone w/microphones for iReady	6399	\$1,000.00
3	1	1	Parent Involvement Supplies	6399	\$360.00
3	1	1	Parental Involvement Resources, Books, Materials	6325	\$2,000.00
3	1	1	Parent Involvement Snacks	6499	\$500.00
Sub-Total					\$225,870.00
Budgeted Fund Source Amount					\$225,870.00
+/- Difference					\$0.00
Grand Total Budgeted					\$243,510.00
Grand Total Spent					\$243,510.00
+/- Difference					\$0.00