Spring Independent School District

Jenkins Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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

Jenkins Elementary will prepare students to be lifelong learners, critical thinkers, and responsible citizens who display good character - ready to contribute, compete and lead in today’s global society.

Vision

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

Core Beliefs

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

Demographics Summary

Jenkins Elementary is a forty-six-year-old, PK-5th grade campus in Spring ISD, located in Spring, Texas. Jenkins Elementary 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. Student enrollment at Jenkins Elementary has declined, with enrollment decreasing from about 700 students in 2015 to under 600 students in 2021. June enrollment data shows 583 students enrolled, with Hispanic and African American students as the majority. The campus groups consist of the following: 39% are African American, 49.4% are Hispanic, 10.5% are White, and 1% are Asian. The campus teachers consist of the following: 18% are African American, 23% are Hispanic, 34% are White, and 2% are Asian.

The campus did not have any migrant students. The attendance rate was 93.8%. It fell from 97% in 2020 due to the Covid-19 pandemic. 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: 23% English Language Learners (ELLs), 18% Bilingual, 5% English Second Language Learners, 7% Gifted and Talented, 14% Special Education, 3% Section 504, 1% Dyslexia, 55% At-Risk, 90% Economically Disadvantaged and less than 1% Homeless. Teacher retention rate was 77.3%.

During the Spring semester of 2020, we learned that there was a high need for chrome books for families in our attendance zone. Based on our documentation, the technology department provided over 90% of our students with a chrome book. It was also evident in the data that generally the same families participated in the curb-side nutrition support. Approximately 71% of our students returned to face-to-face instruction by the end of the year.

Demographics Strengths

Jenkins Elementary demographic strengths include:

1. Many families have strong ties to the neighborhood and generations have attended Jenkins. Families want to be a part of the school events and maintain traditions.
2. 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.
3. All teachers are highly qualified in the content area and grade level in which instruction is given.
5. There were no bullying incidents during the 2020-2021 school year.
6. Every student had either a personal device or district device to participate in synchronous and asynchronous learning.
Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance average for the year was 93.8%. Root Cause: Due to the trauma experienced by families during the Covid-19 pandemic, attendance rates were negatively impacted.

Problem Statement 2 (Prioritized): African American students accounted for 44.4% of all office referrals in 2019-2020 and 67% in 2018-2019 despite being 29% of our student body. Root Cause: Lack of mentor-ship for African American students who repeatedly receive disciplinary consequences.
Jenkins Elementary experienced growth in some areas and declined in some areas on the 2021 STAAR. The following scores for all grades show the percentage of students at Approaches Grade Level.

- **All Subjects – 49% (2019 - 57%)**
- **Domain 1 Student Achievement - 53**
- **Domain 2 School Progress, Part A – ## (state target score = 60)**
- **Domain 2 School Progress, Part B - ##**
- **Domain 3 Closing Performance Gaps - ## (state target score = 60)**
- **Overall Score- ######**
- **Campus Rating - F**
- **Reading – Approaches - 56%, Meets - 30%, Masters - 13% (2019 Approaches – 63%; Meets – 28%; Masters – 9%)**
- **Math – Approaches - 46%, Meets - 17%, Masters - 6% (2019 Approaches – 68%; Meets – 32%; Masters – 14%)**
- **Writing – Approaches - 43%, Meets - 16%, Masters - 3% (2019 Approaches – 41%; Meets – 16%; Masters – 3%)**
- **Science – Approaches - 52%, Meets - 19%, Masters - 8% (2019 Approaches - 48%; Meets - 21%; Masters – 4%)**
- **3rd Grade Reading - Approaches - 52%; Meets - 23%, Masters - 5%**
- **4th Grade Reading- Approaches - 50%; Meets - 26%, Masters -10%**
- **5th Grade Reading - Approaches - 62%; Meets - 32%, Masters -17%**
- **3rd Grade Math - Approaches - 43%; Meets - 11%, Masters - 1%**
- **4th Grade Math - Approaches - 43%; Meets - 14%, Masters - 5%**
- **5th Grade Math - Approaches - 45%; Meets - 18%, Masters - 8%**

- **TELPAS Composite Ratings - Beginning - 19%; Intermediate - 49%; Advanced - 27%; Advanced High -4%**
- **TELPAS Writing Proficiency Ratings - Beginning - 43%; Intermediate - 36%; Advanced - 13%; Advanced High -7%**
- **TELPAS Reading Proficiency Ratings - Beginning - 43%; Intermediate - 32%; Advanced - 12%; Advanced High -14%**
- **TELPAS Listening Proficiency Ratings - Beginning - 19%; Intermediate - 49%; Advanced - 27%; Advanced High - 4%**
- **TELPAS Speaking Proficiency Ratings - Beginning - 25%; Intermediate - 46%; Advanced - 23%; Advanced High -6%**

- **PK CIRCLE Letter-Sound Correspondence: 95% on track**
- **PK CIRCLE Phonological Awareness: 80% on track**
- **PK CIRCLE Early Writing: 90% on track**
- **PK CIRCLE Mathematics: 85% on track**
- **TPRI and TEJAS Lee - 72% on/above level**
- **KG TPRI and TEJAS Lee - 89% on/above level**
- **1st TPRI and TEJAS Lee - 80% on/above level**
- **2nd TPRI and TEJAS Lee - 72% on/above level**

- **MAP Growth Reading - 55% on/above grade level**
- **MAP Growth Math - 60% on/above grade level**
- **KG MAP Growth Math - 67% on/above grade level**
• 1st MAP Growth Math - 54% on/above grade level
• 2nd MAP Growth Math - 54% on/above grade level
• 3rd MAP Growth Reading - 61% on/above grade level; MAP Growth Math - 46% on/above grade level
• 4th MAP Growth Reading - 62% on/above grade level; MAP Growth Math - 54% on/above grade level
• 5th MAP Growth Reading - 72% on/above grade level; MAP Growth Math - 56% on/above grade level

• Chronic absences increased by 19%, with over 100 students with more than 10% absenteeism
• Kindergarten students had the highest number of absences

Each grade level has a daily intervention schedule. STAAR data does not show that the interventions and core instruction were effective for all students.

The campus intervention/leadership team is in place to address these areas. The team members included:

- Tiffany Weston, Principal
- Wesley Vaughan, Assistant Principal
- Velma Moss, Counselor
- Anna Tomlin, Campus Academic Specialist
- Donna Riojas, Student Success Specialist
- Chevelle Polk, Digital Learning Literacy Coach
- Dr. Willie Kiel, Instructional Specialist
- Laura Sloan, Math Coach
- Celena Robinson, K-2 Reading Interventionist
- Katherine Culp, 3-5 Reading Interventionist
- Charnesia Wynn, K-2 Math Interventionist
- Jason Gershon, 3-5 Math Interventionist

**Student Learning Strengths**

- 4th grade writing increased by 7% at approaches grade level.
- 4th grade reading increased by 3% at meets grade level.
- 5th grade science increased by 2% at approaches grade level and 3% at masters grade level.
- 5th grade reading increased by 3% at masters grade level.
- In MAP Reading, 3rd grade had a 0.98 growth index and a year’s growth was achieved in 1st and 5th grades.
- A focus on sub-objectives, as well as what students should know and be able to show improved instructional planning during the second semester. There was increased student achievement on the cycle 1 and cycle 2 assessments.
- 80% or more of PK, KG and 1st grade students are reading on grade level as measured by CIRCLE, TPRI, and Tejas Lee.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** During the 2020-2021 school year, KG, 4th and 5th did not meet projected growth on the MAP math assessment **Root Cause:** Lack of differentiation in math instruction and a lack of utilization of the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.
**Problem Statement 2 (Prioritized):** During the 2020-2021 school year, 3rd and 4th did not meet projected growth on the MAP reading assessment. **Root Cause:** Lack of differentiation in reading instruction and a lack of utilization the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

**Problem Statement 3 (Prioritized):** STAAR Reading (3rd-5th) decreased at the approaches level by 7% and 72% of students in KG-2 were on/above level on TPRI/Tejas Lee. **Root Cause:** Lack of complete curriculum to address components of Responsive Literacy Teaching and in-depth understanding of TEKS by teachers.

**Problem Statement 4 (Prioritized):** On STAAR Science, 52% of 5th grade students scored approaches or higher. **Root Cause:** Lack of focus on vertically aligned science lessons that incorporate hands-on activities and labs in grades KG-4.

**Problem Statement 5 (Prioritized):** STAAR Math (3rd-5th) decreased at the approaches level by 22%, from 68% to 46%. **Root Cause:** Lack of required rigor in initial instruction and in-depth understanding of TEKS by teachers.

**Problem Statement 6 (Prioritized):** TELPAS reading and writing proficiency ratings were less than 25% for each domain for advanced and advanced high combined. **Root Cause:** ELAR and SLAR must intentionally and systematically integrate reading, writing, listening and speaking for all students.
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 TEK, 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
- How students will show mastery
- Delivery of 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

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.

Students have experienced learning loss during the pandemic as evident in STAAR and MAP Growth data. Student and staff attendance was lower this school year due to Covid-19 related issues. 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 Structures 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
- End of the year STAAR
• TPRI and Tejas Lee

• CIRCLE

The campus and district goals were 80% 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. Students will also create goals, track progress and recognize their strengths and areas for growth throughout the year.

School Processes & Programs Strengths

Jenkins Elementary has identified the following strengths:

• Teachers support the campus by serving on various committees
• Instructional coaches in math and reading, campus academic specialist
• Reading interventionists for KG-5
• Math interventionists for KG-5
• There is an open floor and open door policy
• Teachers have a voice on campus to influence decisions
• Parents are invited to participate on committees and give their input
• Parents are invited to academic webinars and meetings to converse with staff members on how to help their children
• All teachers are required to become ESL 100% of the certified teachers participated in professional development with 50 hours or more
• Built in intervention and enrichment time in all grade levels
• Two computer labs on campus and at 1:1 chrome-books in all grade levels
• Returning this year are our programs for student and parental involvement (Grade level fine arts programs, Watch D.O.G.S., Career Day, Sock Hop, Field Day, STEM Night, Camp Out with a Good Book, HLSR Rodeo Day, STAAR Night, Open House, Grandparents Day Lunch, Fall Festival, Breakfast with Santa)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All stakeholders experienced a learning curve with implementing technology in every aspect of school activities. Root Cause: Lack of teacher and student capacity and familiarity with use of digital platforms for instruction and assessments.

Problem Statement 2 (Prioritized): Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. Root Cause: Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.
Problem Statement 3 (Prioritized): Campus instruction is at the emerging level of rigorous and relevant instruction for all students. Root Cause: Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant 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, while still maintaining COVID-19 safety protocols. According to our 2020-2021 Parent Engagement Survey, 79% of parents felt Spring ISD involves them in their child’s education and 80% felt that Jenkins did. Of the families that participated in the survey, we had students in the following learning environments last school year: all remote (22%), mostly remote (10%), all in-person (28%), and mostly in-person (40%). Parents felt families are encouraged to attend school-sponsored activities, such as Back-to-School Night (92%). 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 themselves.

We advertise these modes of communication in our calendar, weekly 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 93%, which was below our 98% target, mostly due to COVID-19 related issues. Attendance conferences are held with parents of students who had attendance of 90% or less. The truancy officer works with the campus and made frequent visits to support the campus. We did not have attendance incentives and will return to monthly incentives for the up-coming 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 March of 2020. Social-emotional learning and support will be provided to students, families and staff members.

Perceptions Strengths

Jenkins Elementary had the following strengths:

- 81% of parents indicated that they feel welcomed at Jenkins.
- 83% of parents indicated that the school sees parents as important partners.
- 82% of parents felt that the school is responsive to their needs.
- 86% of parents felt that school activities were in a language they understood.
- 81% of parents indicated that the school actively listens to their concerns and provides solutions.
- We have the capability to offer parents support virtually and in-person.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents did not have strategies to partner with the campus to improve student achievement and attendance. Root Cause: Lack of opportunity
Problem Statement 2 (Prioritized): Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year.

Root Cause: Lack of a social-emotional learning curriculum and implementation of strategies to address the needs of students, staff and the community.
Priority Problem Statements

Problem Statement 1: The attendance average for the year was 93.8%.
Root Cause 1: Due to the trauma experienced by families during the Covid-19 pandemic, attendance rates were negatively impacted.
Problem Statement 1 Areas: Demographics

Problem Statement 2: African American students accounted for 44.4% of all office referrals in 2019-2020 and 67% in 2018-2019 despite being 29% of our student body.
Root Cause 2: Lack of mentor-ship for African American students who repeatedly receive disciplinary consequences.
Problem Statement 2 Areas: Demographics

Problem Statement 3: During the 2020-2021 school year, KG, 4th and 5th did not meet projected growth on the MAP math assessment.
Root Cause 3: Lack of differentiation in math instruction and a lack of utilization of the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2020-2021 school year, 3rd and 4th did not meet projected growth on the MAP reading assessment.
Root Cause 4: Lack of differentiation in reading instruction and a lack of utilization the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR Reading (3rd-5th) decreased at the approaches level by 7% and 72% of students in KG-2 were on/above level on TPRI/Tejas Lee.
Root Cause 5: Lack of complete curriculum to address components of Responsive Literacy Teaching and in-depth understanding of TEKS by teachers.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: On STAAR Science, 52% of 5th grade students scored approaches or higher.
Root Cause 6: Lack of focus on vertically aligned science lessons that incorporate hands-on activities and labs in grades KG-4.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: STAAR Math (3rd-5th) decreased at the approaches level by 22%, from 68% to 46%.
Root Cause 7: Lack of required rigor in initial instruction and in-depth understanding of TEKS by teachers.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: All stakeholders experienced a learning curve with implementing technology in every aspect of school activities.
Root Cause 8: Lack of teacher and student capacity and familiarity with use of digital platforms for instruction and assessments.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Increased understanding of the TEKS during PLC did not lead to more effective initial instruction.
Root Cause 9: Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Campus instruction is at the emerging level of rigorous and relevant instruction for all students.
Root Cause 10: Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Parents did not have strategies to partner with the campus to improve student achievement and attendance.
Root Cause 11: Lack of opportunity to collaborate with teachers and administrators.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year.
Root Cause 12: Lack of a social-emotional learning curriculum and implementation of strategies to address the needs of students, staff and the community.
Problem Statement 12 Areas: Perceptions

Problem Statement 13: TELPAS reading and writing proficiency ratings were less than 25% for each domain for advanced and advanced high combined.
Root Cause 13: ELAR and SLAR must intentionally and systematically integrate reading, writing, listening and speaking for all students.
Problem Statement 13 Areas: Student Learning
Comprehensive Needs Assessment Data Documentation

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

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

**Accountability Data**
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

**Student Data: Assessments**
- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

**Student Data: Behavior and Other Indicators**
- Attendance data
- Discipline records
- Enrollment trends

**Employee Data**
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data
- T-PESS data

**Parent/Community Data**
• Parent surveys and/or other feedback
• Parent engagement rate

**Support Systems and Other Data**

• Organizational structure data
• Processes and procedures for teaching and learning, including program implementation
• Communications data
• Budgets/entitlements and expenditures data
**Goals**

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

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Campus and district assessment data
STAAR data
Nine-weeks grade reports

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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<td><strong>Strategy 1:</strong> Grades 3-5 will implement 100% of the Amplify curriculum for 120 minutes in third grade and 90 minutes in fourth and fifth grades.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Q1 - 50% of all students will reach Meets and 20% of GT students will reach Masters level as measured by the quarter one assessment (3rd-5th grade)</td>
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<td>Q2 - 70% of all students will reach Meets and 30% of GT students will reach Masters level as measured by the quarter two assessment (3rd-5th grade)</td>
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<td>Q3 - 80% of all students will reach Meets and 40% of GT students will reach Masters level as measured by the quarter three assessment (3rd-5th grade)</td>
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<td>Q4 - 80% of students will reach at least Meets and 40% of GT students will reach Masters level on the Spring 2022 STAAR Reading (3rd-5th grade)</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Principal, AP, Campus Academic Specialist. Literacy Coach, Instructional Specialist</td>
<td><strong>Summative</strong></td>
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<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - <strong>Targeted Support Strategy</strong></td>
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<td><strong>Problem Statements:</strong> Student Learning 3, 6 - School Processes &amp; Programs 1, 2, 3</td>
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**Strategy 2 Details**

**Strategy 2**: Every teacher will implement small group instruction to close academic gaps. A reading interventionist for grades 3-5 will provide direct instruction and instructional support to students with identified deficits in reading, as well as professional development sessions to campus staff.

**Strategy's Expected Result/Impact:**
- **Q1**: 50% of all students will reach Meets and 20% of GT students will reach Masters level as measured by the quarter one assessment (3rd-5th grade)
- **Q2**: 70% of all students will reach Meets and 30% of GT students will reach Masters level as measured by the quarter two assessment (3rd-5th grade)
- **Q3**: 80% of all students will reach Meets and 40% of GT students will reach Masters level as measured by the quarter three assessment (3rd-5th grade)
- **Q4**: 80% of students will reach at least Meets and 40% of GT students will reach Masters level on the Spring 2022 STAAR Reading (3rd-5th grade)

**Staff Responsible for Monitoring**: Principal, AP, Campus Academic Specialist, Literacy Coach, Instructional Specialist

**Title I Schoolwide Elements**: 2.4, 2.6 - **TEA Priorities**: Build a foundation of reading and math, Improve low-performing schools


**Problem Statements**: Student Learning 3, 6 - School Processes & Programs 2, 3

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**Strategy 3 Details**

**Strategy 3:** All reading teachers will implement Talk Read, Talk Write; Marzano's 6 Steps to Vocabulary; Responsive Literacy Teaching and Habits of Discussion. All teachers will attend an initial summer training and monthly continued professional development that includes artifact review and strategy updates.

**Strategy's Expected Result/Impact:** 100% of teachers attend professional development as evidenced by their professional development portfolio.

Literacy instruction walks (using the learning walk protocol) will reflect 100% implementation Talk Read, Talk Write; Marzano's 6 Steps to Vocabulary; Responsive Literacy Teaching and Habits of Discussion.

Q1 - 50% of all students will reach Meets and 20% of GT students will reach Masters level as measured by the quarter one assessment (3rd-5th grade)
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Q4 - 80% of students will reach at least Meets and 40% of GT students will reach Masters level on the Spring 2022 STAAR Reading (3rd-5th grade)

**Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist. Literacy Coach, Instructional Specialist

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 3 - School Processes & Programs 2, 3

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<tr>
<td>Q1 - 50% of all students will reach Meets and 20% of GT students will reach Masters level as measured by the quarter one assessment (3rd-5th grade)</td>
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<tr>
<td>Q2 - 70% of all students will reach Meets and 30% of GT students will reach Masters level as measured by the quarter two assessment (3rd-5th grade)</td>
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<tr>
<td>Q3 - 80% of all students will reach Meets and 40% of GT students will reach Masters level as measured by the quarter three assessment (3rd-5th grade)</td>
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<tr>
<td>Q4 - 80% of students will reach at least Meets and 40% of GT students will reach Masters level on the Spring 2022 STAAR Reading (3rd-5th grade)</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, AP, Campus Academic Specialist. Literacy Coach, Instructional Specialist</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.6 - <strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
<td></td>
</tr>
</tbody>
</table>
Strategy 4: The ESSER teacher will serve as a lead in a reading and math class in both fourth and fifth grades. The class will be composed of students who did not meet the standard of approaches grade level on the STAAR and not on grade level for MAP. Students will represent the ED, SPED, AA, HIS, WH and LEP subgroups.

**Strategy's Expected Result/Impact:** At MOY, students must show a minimum of half a year's growth in MAP reading and math.

All students must exceed one year's growth on EOY MAP reading and math.

Q1 - 50% of all students will reach Meets level as measured by the quarter one assessment
Q2 - 70% of all students will reach Meets level as measured by the quarter two assessment (3rd-5th grade)
Q3 - 80% of all students will reach Meets level as measured by the quarter three assessment (3rd-5th grade)
Q4 - 80% of students will reach Meets level as measured by the quarter on the Spring 2022 STAAR Reading and STAAR Math

**Staff Responsible for Monitoring:** Principal, AP, ESSER Teacher


**Problem Statements:**

1. **Student Learning**
   - Problem Statement 2: During the 2020-2021 school year, 3rd and 4th did not meet projected growth on the MAP reading assessment. **Root Cause:** Lack of differentiation in reading instruction and a lack of utilization the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.
   - Problem Statement 3: STAAR Reading (3rd-5th) decreased at the approaches level by 7% and 72% of students in KG-2 were on/above level on TPRI/Tejas Lee. **Root Cause:** Lack of complete curriculum to address components of Responsive Literacy Teaching and in-depth understanding of TEKS by teachers.
   - Problem Statement 6: TELPAS reading and writing proficiency ratings were less than 25% for each domain for advanced and advanced high combined. **Root Cause:** ELAR and SLAR must intentionally and systematically integrate reading, writing, listening and speaking for all students.

2. **School Processes & Programs**
   - Problem Statement 1: All stakeholders experienced a learning curve with implementing technology in every aspect of school activities. **Root Cause:** Lack of teacher and student capacity and familiarity with use of digital platforms for instruction and assessments.
   - Problem Statement 2: Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. **Root Cause:** Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.
<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement 3: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. <strong>Root Cause:</strong> Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

Targeted or ESF High Priority

Evaluation Data Sources: Campus and district assessment data
  STAAR data
  Nine-weeks grade reports

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Grades 3-5 will implement 100% of the Eureka curriculum for 60 minutes in 3rd -5th grades to accelerate learning and increase student achievement.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Q1 - 50% of all students will reach Meets and 20% of GT students will reach Masters level as measured by the quarter one assessment (3rd-5th grade)</td>
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<td>Q4 - 80% of students will reach at least Meets and 40% of GT students will reach Masters level on the Spring 2022 STAAR Math (3rd-5th grade)</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Principal, AP, Campus Academic Specialist. Math Coach, Instructional Specialist, Teachers</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 5 - School Processes &amp; Programs 1, 2, 3</td>
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<td>June</td>
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</table>
Strategy 2 Details

**Strategy 2:** All math teachers will implement Talk Read, Talk Write; Marzano's 6 Steps to Vocabulary and Habits of Discussion as part of Literacy Across Content Areas. All teachers will attend an initial summer training and monthly continued professional development that includes artifact review and strategy updates.

**Strategy's Expected Result/Impact:** 100% of teachers attend professional development as evidenced by their professional development portfolio.

Literacy across content instruction walks (using the learning walk protocol) will reflect 100% implementation Talk Read, Talk Write; Marzano's 6 Steps to Vocabulary; and Habits of Discussion.

- Q1 - 50% of all students will reach Meets and 20% of GT students will reach Masters level as measured by the quarter one assessment (3rd-5th grade)
- Q2 - 70% of all students will reach Meets and 30% of GT students will reach Masters level as measured by the quarter two assessment (3rd-5th grade)
- Q3 - 80% of all students will reach Meets and 40% of GT students will reach Masters level as measured by the quarter three assessment (3rd-5th grade)
- Q4 - 80% of students will reach at least Meets and 40% of GT students will reach Masters level on the Spring 2022 STAAR Math (3rd-5th grade)

**Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist, Math Coach, Instructional Specialist, Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 5 - School Processes & Programs 2, 3
### Strategy 3 Details

**Strategy 3:** Every math teacher will implement small group instruction to close academic gaps, accelerate instruction and increase student achievement. A math interventionist for grades 3-5 will provide direct instruction and instructional support to students with identified deficits in math, as well as professional development sessions to campus staff. ST Math and Eureka curriculum will be used to support instruction.

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

- **Q1** - 50% of all students will reach Meets and 20% of GT students will reach Masters level as measured by the quarter one assessment (3rd-5th grade)
- **Q2** - 70% of all students will reach Meets and 30% of GT students will reach Masters level as measured by the quarter two assessment (3rd-5th grade)
- **Q3** - 80% of all students will reach Meets and 40% of GT students will reach Masters level as measured by the quarter three assessment (3rd-5th grade)
- **Q4** - 80% of students will reach at least Meets and 40% of GT students will reach Masters on the Spring 2022 STAAR Math (3rd-5th grade)

Weekly ST Math reports with 60 minutes weekly usage per student.

**Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist, Math Coach, Instructional Specialist

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools


**Problem Statements:**

- Student Learning 5 - School Processes & Programs 2, 3

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### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 5:** STAAR Math (3rd-5th) decreased at the approaches level by 22%, from 68% to 46%. **Root Cause:** Lack of required rigor in initial instruction and in-depth understanding of TEKS by teachers.

#### School Processes & Programs

**Problem Statement 1:** All stakeholders experienced a learning curve with implementing technology in every aspect of school activities. **Root Cause:** Lack of teacher and student capacity and familiarity with use of digital platforms for instruction and assessments.

**Problem Statement 2:** Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. **Root Cause:** Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.

**Problem Statement 3:** Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause:** Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

Evaluation Data Sources: Campus and district assessment data
STAAR data
Nine-weeks grade reports

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> All science teachers will implement Talk Read, Talk Write; Marzano's 6 Steps to Vocabulary and Habits of Discussion as part of Literacy Across Content Areas. All teachers will attend an initial summer training and monthly continued professional development that includes artifact review and strategy updates.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 100% of teachers attend professional development as evidenced by their professional development portfolio.</td>
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<td>Literacy across content instruction (using the learning walk protocol) walks will reflect 100% implementation Talk Read, Talk Write; Marzano's 6 Steps to Vocabulary; and Habits of Discussion.</td>
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<td>Q4 - 80% of students will reach at least Meets and 40% of GT students will reach Masters level on the Spring 2022 STAAR Science (5th grade) and EOY assessment (3rd-4th grade)</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 4 - School Processes &amp; Programs 1, 2, 3</td>
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</table>
### Strategy 2 Details

**Strategy 2:** The Lead Science Teacher will provide a vertical alignment session with grades KG-5 every nine weeks to discuss what instruction should be covered for the nine-weeks, key points in each reporting category and how to provide instruction. Professional development will include vocabulary, process skills, experiments, modeling, resources and make-and-take.

**Strategy's Expected Result/Impact:**
- **Q1:** 50% of all students will reach Meets and 20% of GT students will reach Masters level as measured by the quarter one assessment (3rd-5th grade)
- **Q2:** 70% of all students will reach Meets and 30% of GT students will reach Masters level as measured by the quarter two assessment (3rd-5th grade)
- **Q3:** 80% of all students will reach Meets and 40% of GT students will reach Masters level as measured by the quarter three assessment (3rd-5th grade)
- **Q4:** 80% of students will reach at least Meets and 40% of GT students will reach Masters level on the Spring 2022 STAAR Science (5th grade) and EOY assessment (3rd-4th grade)

**Staff Responsible for Monitoring:** Principal, Campus Academic Specialist, Lead Science Teacher

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:**
- Student Learning 4 - School Processes & Programs 2, 3

### Reviews

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<td>June</td>
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### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 4:** On STAAR Science, 52% of 5th grade students scored approaches or higher. **Root Cause:** Lack of focus on vertically aligned science lessons that incorporate hands-on activities and labs in grades KG-4.

#### School Processes & Programs

**Problem Statement 1:** All stakeholders experienced a learning curve with implementing technology in every aspect of school activities. **Root Cause:** Lack of teacher and student capacity and familiarity with use of digital platforms for instruction and assessments.

**Problem Statement 2:** Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. **Root Cause:** Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.

**Problem Statement 3:** Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause:** Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

HB3 Goal

Evaluation Data Sources: CIRCLE data
Nine-weeks grade reports with skills

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1</strong>: PK teachers will implement the Frog Street curriculum and provide small group reading instruction to all students. Coaching will be provided using See It! Name It! Do It! and Whetstone.</td>
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</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: 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</td>
<td>Formative Summative</td>
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<tr>
<td>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</td>
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<tr>
<td>Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing</td>
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<tr>
<td>Monthly See It! Name It! Do It! and Whetstone coaching documents.</td>
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<td><strong>Staff Responsible for Monitoring</strong>: Principal, AP, Campus Academic Specialist., Instructional Specialist</td>
<td>Formative Summative</td>
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<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers</strong>: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements</strong>: School Processes &amp; Programs 2, 3 - Perceptions 1</td>
<td>Formative Summative</td>
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**Strategy 2 Details**

**Strategy 2:** PK Teachers will complete a minimum of 30 professional development hours towards their 150 hours specific to PK content and coaching.

**Strategy's Expected Result/Impact:** Documentation of 30 professional development hours in portfolio
- 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

**Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist., Instructional Specialist


**Problem Statements:** School Processes & Programs 2, 3

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<tr>
<th>Performance Objective 4 Problem Statements:</th>
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<tr>
<td><strong>School Processes &amp; Programs</strong></td>
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<tr>
<td><strong>Problem Statement 2:</strong> Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. <strong>Root Cause:</strong> Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.</td>
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<td><strong>Problem Statement 3:</strong> Campus instruction is at the emerging level of rigorous and relevant instruction for all students. <strong>Root Cause:</strong> Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.</td>
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<tr>
<td><strong>Perceptions</strong></td>
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<tr>
<td><strong>Problem Statement 1:</strong> Parents did not have strategies to partner with the campus to improve student achievement and attendance. <strong>Root Cause:</strong> Lack of opportunity to collaborate with teachers and administrators.</td>
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</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE data
Nine-weeks grade reports with skills

<table>
<thead>
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<td><strong>Strategy 1:</strong> PK teachers will implement the Frog Street curriculum and provide small group math instruction to all students. Coaching will be provided using See It! Name It! Do It! and Whetstone.</td>
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</table>
| **Strategy's Expected Result/Impact:** Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math  
Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math  
Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math | Oct | Dec | Mar | June |
| Monthly See It! Name It! Do It! and Whetstone coaching documents. | | |
| **Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist, Instructional Specialist | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** | | |
| **Problem Statements:** School Processes & Programs 2, 3 - Perceptions 1 | | |

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<thead>
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<tr>
<td><strong>Strategy 2:</strong> PK Teachers will complete a minimum of 30 professional development hours towards their 150 hours specific to PK content and coaching.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Documentation of 30 professional development hours in portfolio</td>
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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
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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

Staff Responsible for Monitoring: Principal, AP, Campus Academic Specialist., Instructional Specialist


Problem Statements: School Processes & Programs 2, 3

Performance Objective 5 Problem Statements:

| Problem Statement 2: Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. | Root Cause: Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students. |
| Problem Statement 3: Campus instruction is at the emerging level of rigorous and relevant instruction for all students. | Root Cause: Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students. |

Perceptions

Problem Statement 1: Parents did not have strategies to partner with the campus to improve student achievement and attendance. Root Cause: Lack of opportunity to collaborate with teachers and administrators.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

**Evaluation Data Sources:** MAP Growth data  
RtI documentation  
Intervention and small group documentation  
Lesson plans

<table>
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<tr>
<th>Strategy 1 Details</th>
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</table>
| **Strategy 1:** Map Growth data will be used to plan initial instruction and interventions to address students' deficits and accelerate instruction. Students will create and track MAP Growth reading goals. The Student Support Specialist will monitor WIN interventions weekly to ensure interventions are provided with fidelity. Teachers will document WIN interventions in lesson plans.  
**Strategy's Expected Result/Impact:** BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.  
MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.  
EOY - 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.  
By June 2022, the achievement gap between student groups will decrease.  
**Staff Responsible for Monitoring:** AP, Student Support Specialist, ESSER Teacher  
**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools  
**Problem Statements:** Student Learning 2 - School Processes & Programs 2, 3  
**Funding Sources:** Student Support Specialist - 199 State SCE - State Compensatory Education (PIC - $75,740.59) | Formative | Summative |
| | Oct | Dec | Mar | June |
Strategy 2 Details

**Strategy 2:** Increase student and parent awareness of MAP by providing a parent session of what MAP Growth is, what RIT scores mean, how we use it to guide instruction and how parents can help increase RIT scores at home. Teachers will receive the same parent training to better support their families. Teachers will work with students to practice MAP and view the introduction video for grades 2 and up, resulting in students navigating MAP with ease and understanding the testing format/purpose.

**Strategy's Expected Result/Impact:**
- **BOY** - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.
- **MOY** - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.
- **EOY** - 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.

By June 2022, the achievement gap between student groups will decrease.

**Staff Responsible for Monitoring:** Family Engagement Liaison, AP, Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 2 - School Processes & Programs 2, 3 - Perceptions 1

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**Performance Objective 6 Problem Statements:**

**Student Learning**

**Problem Statement 2:** During the 2020-2021 school year, 3rd and 4th did not meet projected growth on the MAP reading assessment. **Root Cause:** Lack of differentiation in reading instruction and a lack of utilization the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

**School Processes & Programs**

**Problem Statement 2:** Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. **Root Cause:** Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.

**Problem Statement 3:** Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause:** Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

**Perceptions**

**Problem Statement 1:** Parents did not have strategies to partner with the campus to improve student achievement and attendance. **Root Cause:** Lack of opportunity to collaborate with teachers and administrators.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

Evaluation Data Sources: MAP Growth data
RtI documentation
Intervention and small group documentation
Lesson plans

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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Map Growth data will be used to plan initial instruction and interventions to address students' deficits. Students will create and track MAP Growth reading goals. The Student Support Specialist will monitor WIN interventions weekly to ensure interventions are provided with fidelity. Teachers will document WIN interventions in lesson plans. A 3-5 math interventionist and KG-2 math interventionist will support students through in-class small group and/or pull-out small group.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Math.</td>
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<td>MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Math.</td>
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<tr>
<td>By June 2022, the achievement gap between student groups will decrease.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> AP, Student Support Specialist</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 1 - School Processes &amp; Programs 2, 3</td>
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<th>Strategy 2 Details</th>
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<tr>
<td><strong>Strategy 2:</strong> Increase student and parent awareness of MAP by providing a parent session of what MAP Growth is, what RIT scores mean, how we use it to guide instruction and how parents can help increase RIT scores at home. Teachers will receive the same parent training to better support their families. Teachers will work with students to practice MAP</td>
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and view the introduction video for grades 2 and up, resulting in students navigating MAP with ease and understanding the testing format/purpose.

**Strategy's Expected Result/Impact:**
- **BOY - 35% of 3rd-5th grade students will exceed their growth expectations on MAP Math.**
- **MOY - 55% of 3rd-5th grade students will exceed their growth expectations on MAP Math.**
- **EOY - 65% of 3rd-5th grade students will exceed their growth expectations on MAP Math.**

By June 2022, the achievement gap between student groups will decrease.

**Staff Responsible for Monitoring:** Family Engagement Liaison, AP, Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 1 - School Processes & Programs 2, 3 - Perceptions 1

### Performance Objective 7 Problem Statements:

#### Student Learning

**Problem Statement 1:** During the 2020-2021 school year, KG, 4th and 5th did not meet projected growth on the MAP math assessment. **Root Cause:** Lack of differentiation in math instruction and a lack of utilization of the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

#### School Processes & Programs

**Problem Statement 2:** Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. **Root Cause:** Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.

**Problem Statement 3:** Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause:** Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.

#### Perceptions

**Problem Statement 1:** Parents did not have strategies to partner with the campus to improve student achievement and attendance. **Root Cause:** Lack of opportunity to collaborate with teachers and administrators.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

HB3 Goal

Evaluation Data Sources: mCLASS data
RtI documentation
Intervention and small group documentation
Lesson plans

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</table>
| **Strategy 1:** Grades KG-2nd will implement 100% of the Amplify curriculum for 120 minutes. Small group instruction will be provided to students using the mCLASS skills breakdown and groupings to address deficits and accelerate instruction. The KG-2 reading interventionist (LLI) will support students through in-class small group and/or pull-out small group. **Strategy’s Expected Result/Impact:** BOY - 35% of KG-2nd grade students will be "on grade level" as measured by mCLASS.
MOY - 55% of KG-2nd grade students will be "on grade level" as measured by mCLASS.
EOY - 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS.
By June 2022, the achievement gap between student groups will decrease. |
| **Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist, Literacy Coach, Instructional Specialist, Reading Interventionist (LLI) |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy** |
| **Problem Statements:** School Processes & Programs 1, 2, 3 |
| **Funding Sources:** Reading Interventionist (LLI) - 199 State SCE - State Compensatory Education (PIC - $65,178.56) |

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MOY - 55% of KG-2nd grade students will be "on grade level" as measured by mCLASS.
EOY - 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS.
By June 2022, the achievement gap between student groups will decrease. |
| **Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist, Literacy Coach, Instructional Specialist, Reading Interventionist (LLI) |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy** |
| **Problem Statements:** School Processes & Programs 1, 2, 3 |
| **Funding Sources:** Reading Interventionist (LLI) - 199 State SCE - State Compensatory Education (PIC - $65,178.56) |
### Strategy 2 Details

**Strategy 2:** Amplify Reading will be used by students in KG and 1st grade 15 minutes, three times a week, and 30 minutes, twice a week, in 2nd grade. Amplify Reading will address students' specific deficits by communicating with the mCLASS assessment, accelerate instruction and improve reading skills.

- **Strategy's Expected Result/Impact:** BOY - 35% of KG-2nd grade students will be "on grade level" as measured by mCLASS.
- MOY - 55% of KG-2nd grade students will be "on grade level" as measured by mCLASS.
- EOY - 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS.

By June 2022, the achievement gap between student groups will decrease.

**Staff Responsible for Monitoring:** AP, Campus Academic Specialist, Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

### Performance Objective 8 Problem Statements:

#### School Processes & Programs

**Problem Statement 1:** All stakeholders experienced a learning curve with implementing technology in every aspect of school activities. **Root Cause:** Lack of teacher and student capacity and familiarity with use of digital platforms for instruction and assessments.

**Problem Statement 2:** Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. **Root Cause:** Lack of opportunity for teachers to receive feedback during at-bat PLC before delivering instruction to students.

**Problem Statement 3:** Campus instruction is at the emerging level of rigorous and relevant instruction for all students. **Root Cause:** Continue guidance, coaching and training are needed for teachers, coaches and administrators in planning and delivery of rigorous and relevant instruction for all students.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

**Evaluation Data Sources:** Weekly attendance data
Non-Instructional Data Quality Team agendas and notes

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<td><strong>Strategy 1:</strong> The attendance clerk and AP will track attendance daily using Certify. If a student is listed on the 90% or less attendance Certify report, an attendance conference will be scheduled with an administrator and the attendance clerk the following week. The Non-Instructional Data Quality Team will meet weekly on Friday, follow a set agenda and monitor student attendance. We utilize the Decision Ed Dashboard and Certify weekly to monitor attendance by individual student, grade level and campus. Action items will be recorded and assigned due dates for items such as: absent letters, parent conferences and attendance contracts. The following week, the action items will be reviewed before continuing with the set agenda. Teachers will be informed of action items pertaining to their students. <strong>Strategy’s Expected Result/Impact:</strong> Attendance rates will improve by 1.5% to 96.9% when compared to the final campus rate of 95.4% in 2019. Quarter 1 - 95.18% Quarter 2 - 95.68% Quarter 3 - 96.18% Quarter 4 - 96.68% <strong>Staff Responsible for Monitoring:</strong> Principal, AP, NIDQT, Attendance Clerk <strong>Title I Schoolwide Elements:</strong> 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning <strong>Problem Statements:</strong> Demographics 1 - Perceptions 1</td>
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<tr>
<td><strong>Strategy 2 Details</strong></td>
<td>Reviews</td>
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<tr>
<td><strong>Strategy 2:</strong> The Jenkins Attendance Committee will meet every three weeks to review attendance data, classroom/campus incentives, celebrations and areas of concern. Half of the staff will be on the Attendance Committee (led by the Principal) and half on the Discipline Committee (led by the Assistant Principal). The Spring ISD Attendance Guide and Attendance Works will be used to support the campus all year. <strong>Strategy’s Expected Result/Impact:</strong> Attendance rates will improve by 1.5% to 96.9% when compared to the final campus rate of 95.4% in 2019. Quarter 1 - 98% Quarter 2 - 97.5% Quarter 3 - 97% Quarter 4 - 96.68% <strong>Staff Responsible for Monitoring:</strong> Principal, AP, NIDQT, Attendance Clerk <strong>Title I Schoolwide Elements:</strong> 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning <strong>Problem Statements:</strong> Demographics 1 - Perceptions 1</td>
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Strategy 3 Details

Strategy 3: Each month, there will be a celebration for teachers and students with perfect attendance.

Student celebrations will include: pizza party, bounce house, water slide, Kona Ice and extra recess, dance party, ice cream sundae party, nacho party, dodge ball against administrators and teachers, etc.

At the end of the semester, students with perfect attendance will get an hour in the Game Truck and gift card drawing for parents each nine weeks.

Teacher recognition includes: lunch or breakfast from the principal, early leave/come late pass, duty free lunch and recess for two days, teachers' suggested rewards, etc.

**Strategy's Expected Result/Impact:** Attendance rates will improve by 1.5% to 96.9% when compared to the final campus rate of 95.4% in 2019.

- Quarter 1 - 98%
- Quarter 2 - 97.5%
- Quarter 3 - 97%
- Quarter 4 - 96.68%

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1

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<th>Performance Objective 9 Problem Statements:</th>
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<tr>
<td><strong>Demographics</strong></td>
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<tr>
<td>Problem Statement 1: The attendance average for the year was 93.8%. <strong>Root Cause:</strong> Due to the trauma experienced by families during the Covid-19 pandemic, attendance rates were negatively impacted.</td>
</tr>
<tr>
<td><strong>Perceptions</strong></td>
</tr>
<tr>
<td>Problem Statement 1: Parents did not have strategies to partner with the campus to improve student achievement and attendance. <strong>Root Cause:</strong> Lack of opportunity to collaborate with teachers and administrators.</td>
</tr>
</tbody>
</table>
**Goal 2:** EQUITY-Remove unacceptable barriers to student and staff success

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Campus and district assessment data by student group
STAAR data by student group
Nine-weeks grade reports
mCLASS data by student group
MAP Growth data by student group
CIRCLE data by student group

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<tr>
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| **Strategy 1:** Each grade level will have math and reading accelerated instruction, WIN, for 45 minutes daily (2 days math, 2 days reading, alternating Fridays reading & math)  RtI Tier 2 and T3 students will receive interventions, as well as T1 students.  RtI accelerated learning will be monitored by the Student Support Specialist weekly.  Reading and math interventionists will work with small groups during WIN time. A BIL/ESL tutor will support EL for 12 weeks during the first semester, 3 days a week for 3 hours a day. **Strategy's Expected Result/Impact:** Q1 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 25% difference as measured by the quarter one assessment (3rd-5th grade), mCLASS (KG-2), MAP (KG-5) Q2 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 15% difference as measured by the quarter two assessment (3rd-5th grade) Q3 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 10% difference as measured by the quarter three assessment (3rd-5th grade), mCLASS (KG-2), MAP (KG-5) Q4 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 5% difference as measured by 2022 STAAR (3rd-5th grade). mCLASS (KG-2), MAP (KG-5) **Staff Responsible for Monitoring:** Principal, AP, SSS

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 5, 6 - School Processes & Programs 3 **Funding Sources:** ESL/BIL Tutor - 199 State Bilingual/ESL (PIC 25, 35) - $3,447

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**Strategy 2 Details**

**Strategy 2:** High-dosage tutoring will be provided after school to students to decrease deficits in reading, math and science.

**Strategy's Expected Result/Impact:**
- Q1 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 25% difference as measured by the quarter one assessment (3rd-5th grade), mCLASS (KG-2), MAP (KG-5)
- Q2 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 15% difference as measured by the quarter two assessment (3rd-5th grade)
- Q3 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 10% difference as measured by the quarter three assessment (3rd-5th grade), mCLASS (KG-2), MAP (KG-5)
- Q4 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 5% difference as measured by 2022 STAAR (3rd-5th grade). mCLASS (KG-2), MAP (KG-5)

**Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist

**Title I Schoolwide Elements:** 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 3

**Funding Sources:** Supplemental pay for tutorials, instructional materials, supplies for students - 199 State SCE - State Compensatory Education (PIC - $11,500, Supplies for students for reading, math and science tutorials - 211 Title I, Part A - $10

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Strategy 3: The campus instructional leadership team will implement the Spring ISD coaching model using Whetstone to increase the capacity of teachers to provide effective initial instruction and improve student achievement. The campus ILT will include the administrators, Campus Academic Specialist, Instructional Specialist, Math Coach and Digital Learning Coach-Literacy. The CILT will support teaching through coaching, curriculum implementation, differentiated professional development, PLC (at-bat, planning, learning), Data-Driven Action Planning, and best instructional practices.

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

Q1 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 25% difference as measured by the quarter one assessment (3rd-5th grade), mCLASS (KG-2), MAP (KG-5)

Q2 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 15% difference as measured by the quarter two assessment (3rd-5th grade)

Q3 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 10% difference as measured by the quarter three assessment (3rd-5th grade), mCLASS (KG-2), MAP (KG-5)

Q4 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 5% difference as measured by 2022 STAAR (3rd-5th grade). mCLASS (KG-2), MAP (KG-5)

**Staff Responsible for Monitoring:** Principal, AP

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3

**Funding Sources:** Math Coach - 199 State SCE - State Compensatory Education (PIC - $71,249, Campus Academic Specialist, Instructional Specialist - 211 Title I, Part A - $164,600
Strategy 4 Details

**Strategy 4:** BIL and ESL teachers (12) will attend the Region IV ESL Conference. Teachers will expand their knowledge with evidence-based information designed for working with English Learners (ELs). Presentations will be framed around culturally relevant topics that impact the affective, linguistic, and cognitive domains of ELs. Session topics will address dual language, transitioning from L1 to L2, sheltered instruction, assessment, and technology.

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

Q1 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 25% difference as measured by the quarter one assessment (3rd-5th grade), mCLASS (KG-2), MAP (KG-5)

Q2 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 15% difference as measured by the quarter two assessment (3rd-5th grade)

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Q4 - The achievement gap between African American, Hispanic, English Learners, Special Education and Economically Disadvantaged student groups will be less than a 5% difference as measured by 2022 STAAR (3rd-5th grade). mCLASS (KG-2), MAP (KG-5)

**Staff Responsible for Monitoring:** Principal, AP, CAS

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:**

- **Problem Statement 1:** During the 2020-2021 school year, KG, 4th and 5th did not meet projected growth on the MAP math assessment **Root Cause:** Lack of differentiation in math instruction and a lack of utilization of the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

- **Problem Statement 2:** During the 2020-2021 school year, 3rd and 4th did not meet projected growth on the MAP reading assessment **Root Cause:** Lack of differentiation in reading instruction and a lack of utilization the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

- **Problem Statement 3:** STAAR Reading (3rd-5th) decreased at the approaches level by 7% and 72% of students in KG-2 were on/above level on TPRI/Tejas Lee. **Root Cause:** Lack of complete curriculum to address components of Responsive Literacy Teaching and in-depth understanding of TEKS by teachers.

- **Problem Statement 4:** On STAAR Science, 52% of 5th grade students scored approaches or higher. **Root Cause:** Lack of focus on vertically aligned science lessons that incorporate hands-on activities and labs in grades KG-4.

**Performance Objective 1 Problem Statements:**

**Student Learning**

- **Problem Statement 1:** During the 2020-2021 school year, KG, 4th and 5th did not meet projected growth on the MAP math assessment **Root Cause:** Lack of differentiation in math instruction and a lack of utilization of the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

- **Problem Statement 2:** During the 2020-2021 school year, 3rd and 4th did not meet projected growth on the MAP reading assessment **Root Cause:** Lack of differentiation in reading instruction and a lack of utilization the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

- **Problem Statement 3:** STAAR Reading (3rd-5th) decreased at the approaches level by 7% and 72% of students in KG-2 were on/above level on TPRI/Tejas Lee. **Root Cause:** Lack of complete curriculum to address components of Responsive Literacy Teaching and in-depth understanding of TEKS by teachers.

- **Problem Statement 4:** On STAAR Science, 52% of 5th grade students scored approaches or higher. **Root Cause:** Lack of focus on vertically aligned science lessons that incorporate hands-on activities and labs in grades KG-4.
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<tr>
<td><strong>Problem Statement 5:</strong> STAAR Math (3rd-5th) decreased at the approaches level by 22%, from 68% to 46%. <strong>Root Cause:</strong> Lack of required rigor in initial instruction and in-depth understanding of TEKS by teachers.</td>
</tr>
<tr>
<td><strong>Problem Statement 6:</strong> TELPAS reading and writing proficiency ratings were less than 25% for each domain for advanced and advanced high combined. <strong>Root Cause:</strong> ELAR and SLAR must intentionally and systematically integrate reading, writing, listening and speaking for all students.</td>
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Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Session recordings
Sign-in Sheets
Communications to promote
Agendas
Impact Data from Survey

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<td><strong>Strategy 1:</strong> A campus Family Engagement Liaison will host a monthly event that supports family empowerment and student achievement. Topics will include, but not limited to, MAP Growth, CIRCLE, mCLASS, literacy support, math support, science support, STAAR, promotion standards/grading, tutorials, etc. Sessions will be held in a blended learning format with virtual and in-person participants. Session recordings will be available upon request for parents who are unable to attend.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 80% of students' families will participate in at least one learning session each semester</td>
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<tr>
<td>Q1 - 4 events: Meet the Jaguars; Understanding mClass, MAP and CIRCLE; Attendance Walk; Understanding Grades and Promotion Standards; Parent School Compact</td>
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<td>Q2 - 3 events: Literacy Night - Camp Out with a Good Book; STEM Night with Winter Fine Arts Program; Parents as Teachers Day</td>
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<tr>
<td>Q3 - 3 events: Attendance Drive; Parent conference day rotations (Understanding STAAR &amp; TELPAS; Understanding MOY mClass, MAP and CIRCLE; SEL Parent Workshop); Read Across America Day Parent readers</td>
<td></td>
</tr>
<tr>
<td>Q4 - 2 events: How to Help with Test Anxiety; Understanding the STAAR Results</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, FEL</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</td>
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</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 1 - Perceptions 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Google Forms, Session Materials, Supplies, Light Snacks, MAP Growth, CIRCLE, mCLASS, Content (math, literacy, science resources) - 211 Title I, Part A - $1,500</td>
<td></td>
</tr>
</tbody>
</table>
Strategy 2 Details

Strategy 2: The Family Engagement Liaison will collaborate with parents, teachers and students to create a Parent School Compact. Parents will have the opportunity to provide input during our Open House night or using a Google form within the asynchronous presentation.

Strategy's Expected Result/Impact: 80% of parents sign and return the Parent School Compact virtually and face-to-face

Sign-in sheets for virtual and face-to-face sessions with parents and teachers

100% of Parents/Guardians receive Parent School Compact via email, BlackBoard Connect and the school website

Staff Responsible for Monitoring: Principal PEL

Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Improve low-performing schools

Problem Statements: Perceptions 1, 2

Reviews

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The attendance average for the year was 93.8%. Root Cause: Due to the trauma experienced by families during the Covid-19 pandemic, attendance rates were negatively impacted.

Student Learning

Problem Statement 1: During the 2020-2021 school year, KG, 4th and 5th did not meet projected growth on the MAP math assessment Root Cause: Lack of differentiation in math instruction and a lack of utilization of the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

Problem Statement 2: During the 2020-2021 school year, 3rd and 4th did not meet projected growth on the MAP reading assessment Root Cause: Lack of differentiation in reading instruction and a lack of utilization the learning continuum during instruction to address the learning loss due to the Covid-19 pandemic.

Problem Statement 3: STAAR Reading (3rd-5th) decreased at the approaches level by 7% and 72% of students in KG-2 were on/above level on TPRI/Tejas Lee. Root Cause: Lack of complete curriculum to address components of Responsive Literacy Teaching and in-depth understanding of TEKS by teachers.

Problem Statement 4: On STAAR Science, 52% of 5th grade students scored approaches or higher. Root Cause: Lack of focus on vertically aligned science lessons that incorporate hands-on activities and labs in grades KG-4.

Problem Statement 5: STAAR Math (3rd-5th) decreased at the approaches level by 22%, from 68% to 46%. Root Cause: Lack of required rigor in initial instruction and in-depth understanding of TEKS by teachers.

School Processes & Programs

Problem Statement 1: All stakeholders experienced a learning curve with implementing technology in every aspect of school activities. Root Cause: Lack of teacher and student capacity and familiarity with use of digital platforms for instruction and assessments.
<table>
<thead>
<tr>
<th><strong>Problem Statement 1</strong></th>
<th>Parents did not have strategies to partner with the campus to improve student achievement and attendance. <strong>Root Cause:</strong> Lack of opportunity to collaborate with teachers and administrators.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2</strong></td>
<td>Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year. <strong>Root Cause:</strong> Lack of a social-emotional learning curriculum and implementation of strategies to address the needs of students, staff and the community.</td>
</tr>
</tbody>
</table>
Goal 4: WELL-BEING—Ensure all schools are welcoming, safe environments where social and emotional needs are met

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

Targeted or ESF High Priority

Evaluation Data Sources: Sign-In Sheets (participants)
Agendas
Impact data from surveys
Master schedule
Lesson plans

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The campus will implement the Quaver SEL curriculum, which is integrated with our SISD curriculum. The master schedule will have a designated time built in for the 10 minute daily SEL activity, in addition to the integrated curriculum. The digital assessment monitor tracks student skill development in each competency. Administrators have access to subjective survey data to inform decision making. The counselor will real time coach while observing classes and planning sessions. <strong>Strategy's Expected Result/Impact:</strong> Q1 - 50% of students will demonstrate skill development in each taught competency as measured by the digital assessment monitor. Q2 - 60% of students will demonstrate skill development in each taught competency as measured by the digital assessment monitor. Q3 - 70% of students will demonstrate skill development in each taught competency as measured by the digital assessment monitor. Q4 - 80% of students will demonstrate skill development in each taught competency as measured by the digital assessment monitor. <strong>Staff Responsible for Monitoring:</strong> Principal, Counselor, Teachers <strong>Title I Schoolwide Elements:</strong> 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture <strong>Problem Statements:</strong> Demographics 2 - Perceptions 1, 2</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Oct</td>
</tr>
</tbody>
</table>
**Strategy 2 Details**

**Strategy 2:** Teachers and staff will implement one SEL intervention strategy each month to strengthen relationships and support student well-being. A reflection survey will be submitted on the last day of the month to determine the impact on relationships and emotional climate. The students will take a survey to indicate if they have positive relationships with the teacher and class, feel like they belong and if they are happy at school (emotional climate).

**Strategy's Expected Result/Impact:**
- **Q1** - 25% decrease in suspensions of African American students (16 or fewer) compared to 2018-2019 Q1 data
- Data from student surveys will show 50% or more of students have positive relationships with the teacher and class, feel like they belong and are happy at school
- **Q2** - 25% decrease in suspensions of African American students (4 or fewer) compared to 2018-2019 Q2 data
- Data from student surveys will show 60% or more of students are have positive relationships with the teacher and class, feel like they belong and are happy at school
- **Q3** - 25% decrease in suspensions of African American students (5 or fewer) compared to 2018-2019 Q3 data
- Data from student surveys will show 80% or more of students are have positive relationships with the teacher and class, feel like they belong and are happy at school
- **Q4** - 25% decrease in suspensions of African American students (17 or fewer) compared to 2018-2019 Q4 data
- Data from student surveys will show 80% or more of students are have positive relationships with the teacher and class, feel like they belong and are happy at school
- 25% decrease in suspensions for the year of African American students (42 or fewer) compared to 2018-2019 data

**Staff Responsible for Monitoring:** Counselor, Principal, Teachers

**Title I Schoolwide Elements:** 2.6 - TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

**Problem Statements:** Demographics 2 - Perceptions 2

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**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 2:** African American students accounted for 44.4% of all office referrals in 2019-2020 and 67% in 2018-2019 despite being 29% of our student body. **Root Cause:** Lack of mentor-ship for African American students who repeatedly receive disciplinary consequences.
<table>
<thead>
<tr>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Parents did not have strategies to partner with the campus to improve student achievement and attendance. <strong>Root Cause:</strong> Lack of opportunity to collaborate with teachers and administrators.</td>
</tr>
<tr>
<td><strong>Problem Statement 2:</strong> Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year. <strong>Root Cause:</strong> Lack of a social-emotional learning curriculum and implementation of strategies to address the needs of students, staff and the community.</td>
</tr>
</tbody>
</table>
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

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

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

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

Engaged Stakeholders in Every Community

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

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

3.2: Offer flexible number of parent involvement meetings

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Tomlin</td>
<td>Campus Academic Specialist</td>
<td>Title I</td>
<td>1.0</td>
</tr>
<tr>
<td>Willie Kiel</td>
<td>Instructional Specialist</td>
<td>Title I</td>
<td>1.0</td>
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### 199 State SCE - State Compensatory Education (PIC)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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<tr>
<td>1</td>
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<td>Student Support Specialist</td>
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<tr>
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<td>8</td>
<td>1</td>
<td>Reading Interventionist (LLI)</td>
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<tr>
<td>2</td>
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<td>2</td>
<td>Supplemental pay for tutorials, instructional materials, supplies for students</td>
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<td>1</td>
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<td>Math Coach</td>
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**Sub-Total** $223,668.15

**Budgeted Fund Source Amount** $223,668.15

**+/- Difference** $0.00

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

<table>
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<td>ESL/BIL Tutor</td>
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<td>Region IV BIL ESL Conference</td>
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**Sub-Total** $5,247.00

**Budgeted Fund Source Amount** $5,247.00

**+/- Difference** $0.00

### 211 Title I, Part A

<table>
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<td>Supplies for students for reading, math and science tutorials</td>
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<td>Campus Academic Specialist, Instructional Specialist</td>
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**Sub-Total** $166,110.00

**Budgeted Fund Source Amount** $166,110.00

**+/- Difference** $0.00

**Grand Total** $395,025.15