

Spring Independent School District
Major Elementary
2023-2024 Improvement Plan



Mission Statement

Mission: Our mission is to develop every scholar into a global, innovative, critical thinker.

Vision

Vision: Our vision is to produce a safe community of equity, leadership, and academic excellence.

Core Beliefs

Major's faculty and staff honor the following core beliefs: Maintain a growth mindset; Align instruction to data and what is best for kids; Joy in teaching students using culturally-responsive practices and learning effective instructional techniques; Open communication and collaboration; Respectful and reflective culture; Excuses free; and Sense of urgency. These core beliefs align with Spring ISD's imperatives.

Major's scholars honor five core beliefs of Excellence in ascending order: Positive, Polite, Productive, Persistence, and most of all Powerful.

Above all else, **WE WIN AS A TEAM!**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Helen Major Elementary is located in north Houston and is a diverse Pre-K-5th grade Title 1 campus in Spring ISD, which predominantly serves families from low socioeconomic backgrounds serving students in the adjacent community homes, and 5 apartment complexes. The campus enrollment is about 542 students. There are two student groups that up more than 94% of the overall student population. Hispanic at 43% and African American at 51%. The remainder of the student is comprised of American Indian-1%, Asian-1%, White-2%, Two or More-2%. The overall campus attendance rate is 93%. Major Elementary student groups include, ESL and Bilingual-35%, Gifted and Talented 5%, Special Education-8%, Economic Disadvantage-94% and, At Risk 60%.

Major Elementary School continues to place a high priority on employing high quality, talented staff. Major has thirty six teachers, three special education paras, three special education teachers, and two instructional aides and additional instructional and data specialist, math coach, interventionists, and a testing coordinator joined the campus this year. All staff except two were experienced. The number of teachers with ESL certification continues to increase. Our staff is comprised of a diverse group of educators with varied years of experience to meet the needs of all scholars and families. We have a strong partnership with Bammel Church and 21st Century who sponsor events and donate to students throughout the year. The BBQ Depot supports the campus as well through incentives. The purpose for the events is to build community and increase parental involvement. Major is beginning to see more parents become involved and volunteer at the campus for school wide events. We should ensure that we have wider representation as our student body becomes more diverse.

Demographics Strengths

Major Elementary has a diverse student body with high quality, state certified teachers. The student to staff ratio of 22 to 1 (lower grades) and 25 to 1 (upper grades) allows for specific attention to student needs. There are various programs to meet the diverse needs of the students' population. Major builds a foundation for life-long learning by providing quality instruction, nurturing the whole child, and empowering them to become real world problem solvers and model citizens. We have a strong partnership with Bammel Church and 21st Century who sponsor events throughout the year and the BBQ Depot that supports the campus as well. The purpose for the events is to build community and increase parental involvement. Major is beginning to see more parents become involved and volunteer at the campus for school wide events. We should ensure that we have wider representation as our student body becomes more diverse. High performing teachers are identified using student achievement and classroom observation data. Teachers are recognized at monthly meetings and are given leadership roles, such as blended learning leads. CHAMPS and PBIS implementation is evident throughout the building. Professionals reference various clearly defined and visible CHAMPS protocols to guide student transition in the hallways and maximize instructional time in the classroom. Major is beginning to see student growth which is attributed to Spring Way Systems, Routines and Procedures and a strong PLC framework and using data to drive instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers struggle developing interventions strategies for students who enter the campus later in the year **Root Cause:** Instructional specialists, coaches, and teachers did not refine intervention strategies for students who enter the campus later in the year.

Student Learning

Student Learning Summary

Major Elementary has gone through several years of challenges which started at the end of 2020 when the pandemic affected everyone. During this year, many of the systems we had in place had to be put on hold or changed due to the transition to virtual school online. When we finally transitioned back to on campus learning in 2022, a review of attendance data did not show a decline, but remained stagnant. This year, the campus will increase efforts around consistent student attendance. A review of the assessment data shows continued improvement in grades and subjects targeted by the campus. Texas provides annual academic accountability ratings to its public school districts, and charter schools. The ratings are based largely on performance on state standardized tests and graduation rates. The ratings examine student achievement, student progress, efforts to close the achievement gap, and postsecondary readiness. Analysis of our EB and SPED students suggest that the campus will need to increase our focus on these two groups of students as their data remains stagnant. Review of attendance data did show an increase. Most of the increase can be attributed to our attendance committee and home visits. This year, the campus will continue to increase efforts around consistent student attendance. Major teachers also were able to be successful through the PLC Framework, reteach protocol, analyzing data and student work, systems, routines, and procedures. We also learned new ways of internalizing lessons with the newly adopted materials from our district curriculum. Consequently our students, 3rd-5th Grade Reading there is 52% of our students likely did pass and 37% of our students in zone of uncertainty. 3rd-5th Math there is 40% of our students likely did pass in Math and 45% in zone of uncertainty. The progress is result of a focus on high quality tier 1 instruction, coaching and feedback, PLC's, analyzing student work, exit tickets, reteach, and a focus on acceleration and interventions.

Our MAP data shows that we need to improve to meet the goal of at least 60% of students being on grade level. Math may have been negatively affected by the adoption of the new program Eureka since staff reported that MAP assesses skills differently than Eureka. In regards to Circle, Pre-K students have shown great academic performance in Reading and Math.

TELPAS Composite Ratings				
	Beginning	Intermediate	Advanced	Advanced High
Campus Total	34.30%	44.40%	16.70%	4.50%
Kinder	57.60%	36.40%	6.10%	0%
First	53.80%	46.20%	0%	0%
Second	45.20%	41.90%	9.70%	3.20%
Third	15.40%	57.70%	19.20%	7.70%
Fourth	25.70%	37.10%	31.40%	5.70%
Fifth	3.70%	51.90%	33.30%	11.10%

Assessments:

MAP 3rd Reading-69%, MAP 4th Reading-53%, MAP 5th Reading-38% MAP Kinder Math-52%

MAP 1st Math-58%, MAP 2nd Math-46%, MAP 3rd Math-72%, MAP 4th Math-57%, MAP 5th Math-40%

CIRCLE READING

Phonological Aware (Eng)-96%, Early Writing (Eng)-95%, Phonological Aware (SP)- 96%, Early Writing (SP)-96%

CIRCLE MATH

PK Overall Math (Eng)-96%, PK Overall Math (SP)-100%

PK CIRCLE Social Emotional

PK So. Emotional (Eng)-95%, PK So. Emotional (SP)-100%

MCLASS

K-43% at above

1st-53% at above

2nd-41% at above

Student Learning Strengths

Kindergarten, First grade, and 3rd Math are 60% on or above grade level in end of the year MAP.

3rd Grade Math and 5th Grade math was 51% of likely passed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. **Root Cause:** There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.

Problem Statement 2 (Prioritized): Although student achievement has increased, our special education students are still showing gaps in 3rd-4th Reading and Math and 5th Science. **Root Cause:** Our special education staff needs to support TIER 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Major utilizes the TEKS, district scope and sequence, campus and district assessments, Amplify and Eureka curriculum. Teachers have a common planning period that allows them to collaborate weekly to plan instruction for our students. Student achievement on assessments informs the planning to meet the needs of all students at Major. Teachers collaborate through the process of internalization, professional learning communities to analyze data, student work, discuss misconceptions and misunderstandings that students may have and create re-teach plans.

Teachers have instructional goals from the universal screeners at the beginning of the year: CIRCLE, MAP, and mClass. Student reading needs are met through intervention computer based programs such as Amplify, ST Math, and Education Galaxy and station rotations. Campus assessments were also used to determine mastery of focus readiness TEKS. Teachers develop more targeted small group instruction based on the specific prerequisite skills students need to master to be successful.

Our processes rely heavily on student data. Data tells the story of what our students excel in and what they are struggling with. Data disaggregation of exit tickets, weekly learning checks, campus based assessments, checkpoints, and benchmarks allow teachers the opportunity to correct misconceptions in real time by analyzing student work. Grade level PLCs on Tuesday and Thursday are held with administrators and support specialists. The sessions included planning, data, and AT BAT's, and professional learning. Teachers have an understanding of developing high quality assessments with backwards planning and are aligned to the rigor of student expectations. As we continue to improve our processes, additional focus will need to be provided on the primary grades and supporting all teachers with preparing and delivering high quality TIER 1 instruction.

Major places a high priority on employing high qualified staff. Teachers are supported with specialists, coaches, interventionists, and administrators. Teachers have the opportunity to grow in their practices and leadership. New teachers are required to attend district training's for district initiatives and campus based professional development. Professional learning is encouraged to be ongoing and attend based on the gap of the teacher through the district or the campus. Decisions and practices are student focused. Teachers will strengthen Spring Way Systems and Routines and implement with fidelity.

Teacher assignments are reviewed each summer as EOY data is made available. Teacher performance on EOY assessments guides teacher placements as well as professional development recommendations. Based on data, the leadership team designs professional development opportunities based specifically on the needs of our campus. These professional development sessions are offered at the beginning of August before teachers begin their new contract.

The campus also offers blended learning and offers student activities such as student safety officers, and student ambassadors to create student leaders.

School Processes & Programs Strengths

Major believes in effectively communicating with parents and staff the instructional procedures and expectations on the campus. Our processes rely heavily on student data. Data tells the story of what our students excel in and what they are struggling with. Data disaggregation of exit tickets, weekly learning checks, checkpoints, and benchmarks allow teachers the opportunity to correct misconceptions in real time. Grade level PLCs on Tuesday and Thursday are held with administrators and support specialists. The sessions include planning, data, and AT BAT's, and professional learning. Teachers have an understanding of developing high quality assessments with backwards planning and are aligned to the rigor of student expectations. As we continue to improve our processes, additional focus will need to be provided on the primary grades.

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Major continues to experience success through grade level PLC's with administrators, specialists and coaches to support and lead, RTI processes and systems are being used to target students and their instruction to close achievement gaps and make necessary referrals to the appropriate special programs, video coaching will continue to enhance teacher practices using See It, Name It, Do It, Reading, Math interventionists, coaches, and specialists will continue to provide accelerated instruction through small group instruction. Coaches, specialists and administrators will train and monitor the implementation of habits of discussion and aggressive monitoring and provide targeted feedback to improve instructional practices. Finally, adoption of a new curriculum that details all lessons and assessments were available and will continue to be available so teachers may spend more time understanding and applying the lesson rather than creating it.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers did not have enough support with the reteach protocol. **Root Cause:** The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.

Perceptions

Perceptions Summary

At Major we want to ensure our school is a safe and friendly environment where differences are embraced and faculty and staff honor the following core beliefs: maintain a growth mindset, align instruction to data and what's best for students, joy in teaching students using culturally-responsive practices and learning effective instructional techniques such as open communication and collaboration. At Major we believe in having a sense of urgency and an excuse free, respective and reflective culture. There are five core beliefs of excellence: positive, polite, productive, persistence and powerful. District initiatives including, CHAMPS, Spring way Routines, and Procedures and No Place for Hate are implemented to minimize discipline and bullying concerns, and maximize student achievement, which allows teachers to maximize instructional time.

Our partnership with parents is effective by providing translations for parent meetings, on the website, newsletters, emails, and provide materials in English and Spanish.

According to our last district survey, some of our higher ranking indicators were: 56% of parents rank the school's overall quality of the school as excellent and 33% as good. 27% of the staff rank the school's overall quality of the school as excellent and 53% as good. 89% of the parents say teachers set high expectations for all students. 95% of the parents believe families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings.

Perceptions Strengths

Families are encouraged to attend school sponsored activities, such as Open Houses and Parent Meetings.
95%-Family Involvement

Families are informed about school sponsored activities, such as tutoring, after school programs and student performances.
93%-Family Involvement

Teachers set high expectations for all students.
89%-Academic Support

This school is safe.
91%-Safety and Behavior

This school has high learning standards for all students.
89%-Academic Support

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers are not successfully showing students how lessons relate to life outside of school. **Root Cause:** As a campus we are not successfully teaching to show students how lessons relate to life outside of school.

Priority Problem Statements

Problem Statement 1: Teachers struggle developing interventions strategies for students who enter the campus later in the year

Root Cause 1: Instructional specialists, coaches, and teachers did not refine intervention strategies for students who enter the campus later in the year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR.

Root Cause 2: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Although student achievement has increased, our special education students are still showing gaps in 3rd-4th Reading and Math and 5th Science.

Root Cause 3: Our special education staff needs to support TIER 1 instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers did not have enough support with the reteach protocol.

Root Cause 4: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers are not successfully showing students how lessons relate to life outside of school.

Root Cause 5: As a campus we are not successfully teaching to show students how lessons relate to life outside of school.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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







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

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

Performance Level 2023 % 2024 %

Approaches	65%	to	68%
Meets	33%	to	36%
Masters	7%	to	10%

Evaluation Data Sources: STAAR, CBA, MAP

Strategy 1 Details		Reviews			
Strategy 1: We will use the end of unit assessments from Amplify and diagnostic assessment data to target student groups (special populations including: GT, EB, Special Education) and non-continuously enrolled students. We will use small group instruction with accelerated/intervention resources from Amplify, mClass and STAAR preparation materials from SIRIUS, Curriculum and Associates/ Think Up Instructional Books, Progress Learning and Zingers to address instructional gaps and form groups for tutorials. Strategy's Expected Result/Impact: 40% of all students will perform at the meets level for Reading. Reading STAAR Domain 1 and 3 Staff Responsible for Monitoring: Administrators, instructional specialists, coaches, interventionists, and teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 Funding Sources: SIRIUS and ZINGERS, Curriuculum Associates/Think Up - 211 Title I, Part A - \$15,000, Tutorials, General Supplies - 199 State SCE - State Compensatory Education (PIC - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: As a campus we will focus on TIER 1 instruction with a focus on lesson preparation, instructional delivery, student quality work and student engagement. Strategy's Expected Result/Impact: 40% of students will perform at the Masters performance level in STAAR Reading. Staff Responsible for Monitoring: Administration, instructional specialists, coaches, counselor, teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. **Root Cause:** There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.

Problem Statement 2: Although student achievement has increased, our special education students are still showing gaps in 3rd-4th Reading and Math and 5th Science. **Root Cause:** Our special education staff needs to support TIER 1 instruction.

School Processes & Programs

Problem Statement 1: Teachers did not have enough support with the reteach protocol. **Root Cause:** The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.

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

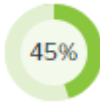
Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.






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

Performance Level 2023 % 2024 %

Approaches	60%	to	63%
Meets	33%	to	36%
Masters	10%	to	13%

Evaluation Data Sources: STAAR, MAP, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: We will use the end of unit assessments from Eureka and diagnostic assessment data to target student groups (special populations including: GT, EB, Special Education) and non-continuously enrolled students. We will use small group instruction with accelerated/intervention resources from Eureka and STAAR preparation materials from SIRIUS, Think Up, Progress Learning, ST Math and Zingers to address instructional gaps, and tutorials.</p> <p>Strategy's Expected Result/Impact: STAAR Math data, Domain 1 and 3</p> <p>Staff Responsible for Monitoring: Administration, teachers, instructional specialists, coaches, math interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: As a campus we will focus on TIER 1 instruction with a focus on lesson preparation, instructional delivery student quality work and student engagement. Students will use Lakeshore Learning Magna Geometric Tiles to explore symmetry, area, and perimeter angles for student engagement. Strategy's Expected Result/Impact: 40% of students will perform at the Masters performance level in STAAR Math. Staff Responsible for Monitoring: Administrators, coaches, specialists, counselors, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.
Problem Statement 2: Although student achievement has increased, our special education students are still showing gaps in 3rd-4th Reading and Math and 5th Science. Root Cause: Our special education staff needs to support TIER 1 instruction.
School Processes & Programs
Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.

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




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






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

Performance Level 2023 % 2024 %

Approaches	36%	to	39%
Meets	8%	to	11%
Masters	3%	to	6%

Evaluation Data Sources: STAAR, MAP, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: End of unit assessments from Science campus assessments to target student groups such as special populations and non continuously enrolled students to target instructional gaps using small group instruction. We will use resources such as Amplify Science, K-12 Summit, Zingers, Stemsscopes, SIRIUS and Science Fusion to provide accelerated/intervention.</p> <p>Strategy's Expected Result/Impact: STAAR Science Data, Domain 1</p> <p>Staff Responsible for Monitoring: Administrators, instructional specialists, coach, teachers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: As a campus we will focus on TIER 1 instruction with a focus on lesson preparation, instructional delivery, student quality work and student engagement. Strategy's Expected Result/Impact: 40% of students will perform at the Masters performance level in STAAR Science. Staff Responsible for Monitoring: Administrators, Coach, instructional specialists, and teachers Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Problem Statements:




Student Learning
Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.
School Processes & Programs
Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.






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

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

	2023 Percentages
Phonological Awareness	98%
Letter-Sound Correspondence	96%
Early Writing	95%

Evaluation Data Sources: CIRCLE ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Our desired annual outcome will be to increase the instructional capacity of teachers through ongoing coaching and feedback that strategically addresses the specific needs of scholars. We will analyze the objectives using Teaching Strategies curriculum and analyze student work through PLC's, AT BATS, and provide continuous professional development for Teaching Strategies curriculum. Strategy's Expected Result/Impact: 95% on track for EOY CIRCLE assessment Staff Responsible for Monitoring: Administrators, Teachers, Instructional specialists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Through targeted planning and PLC, teachers will design learning experiences that document specific strategies for accommodating student learning needs in terms of content, product and/or process. Swivil Devices will be used for documentation. Teachers will use the Lakeshore Interactive Kit to help with gross motor and cognitive skills to enhance cooperative learning. Strategy's Expected Result/Impact: CIRCLE Staff Responsible for Monitoring: Administrators, coaches, instructional specialists, interventionists Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 Problem Statements:


Student Learning
Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.
School Processes & Programs
Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.






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

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

2023 Percentage
Overall Math 98%

Evaluation Data Sources: CIRCLE ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Our desired annual outcome will be to increase the instructional capacity of teachers through ongoing coaching and feedback that strategically addresses the specific needs of scholars. We will analyze the objectives using Teaching Strategies curriculum and analyze student work through PLC's, AT BATS, and provide continuous professional development for Teaching Strategies curriculum.</p> <p>Strategy's Expected Result/Impact: 95% on track for EOY CIRCLE assessment</p> <p>Staff Responsible for Monitoring: Administrators, instructional specialists, coaches, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: Through targeted planning and PLC, teachers will design learning experiences that document specific strategies for accommodating student learning needs in terms of content, product and/or process. Swivil Devices Strategy's Expected Result/Impact: CIRCLE Staff Responsible for Monitoring: Administrators, coaches, instructional specialists, interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:






Student Learning
Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.
School Processes & Programs
Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.

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

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

2023 % On/Above Grade Level: 48%

Evaluation Data Sources: MCLASS ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create mClass action plans and facilitate data conferences, mClass assessments and have students review their student profiles. Students will create a personalized goal tracker. Teachers will implement small group stations with mClass intervention based on groups. Strategy's Expected Result/Impact: 65% of students will be on/above grade level according to the end of the year mClass assessment. Staff Responsible for Monitoring: Administrators, instructional specialists, coaches, teachers, interventionists Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize decodable text during small group instruction. Strategy's Expected Result/Impact: 65% of students will be on/above grade level according to the end of the year mClass assessment. Staff Responsible for Monitoring: Administrators, instructional specialists, coaches, teachers, interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:


Student Learning
Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.
School Processes & Programs
Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.






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

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

2023 % NWEA MAP Reading Met Growth Goal: 53%

Evaluation Data Sources: MAP ASSESSMENT

Strategy 1 Details		Reviews			
Strategy 1: Teachers will create MAP action plans after the beginning of the year MAP assessments and have students review their student profiles. Teachers will implement small group stations with MAP (Progress Learning and Amplify will be utilized). Strategy's Expected Result/Impact: 70% of students will be on/above grade level according to the end of the year MAP assessment. Staff Responsible for Monitoring: SSS, Administrators, instructional specialist, coaches, teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will facilitate data conferences and track student data after the MAP beginning and middle of the year assessments. Strategy's Expected Result/Impact: 70% of students will be on/above grade level according to the end of the year MAP assessment. Staff Responsible for Monitoring: SSS, Administrators, instructional specialist, coaches, teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 7 Problem Statements:


Student Learning
Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.
School Processes & Programs
Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.






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

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

2023 % NWEA MAP Math Met Growth Goal: 55%

Evaluation Data Sources: MAP ASSESSMENT

Strategy 1 Details		Reviews			
Strategy 1: Teachers will create MAP action plans and facilitate data conferences after the beginning of the year MAP assessments and have students review their student profiles. Students will create a personalized goal tracker. Teachers will implement small group stations with MAP (Progress Learning and ST Math will be utilized). Strategy's Expected Result/Impact: 70% of students will be on/above grade level according to the end of the year MAP assessment. Staff Responsible for Monitoring: SSS, Administrators, instructional specialist, coaches, teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Teachers will intentionally assign TEKS based assignments to provide differentiated instruction. Strategy's Expected Result/Impact: STAAR, CBA, district assessments Staff Responsible for Monitoring: Administrators, interventionists, coaches, instructional specialists and teachers		Formative			Summative
		Oct	Jan	Mar	June

<p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				











Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR.</p> <p>Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.</p>

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

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

2023 Attendance Rate: 93.5%

Strategy 1 Details	Reviews			
Strategy 1: We will provide incentives to students daily and weekly. Class rewards will be presented to classes , weekly attendance recognition, and awards ceremonies. Strategy's Expected Result/Impact: The attendance goal of 95% will be met at the end of the school year. Staff Responsible for Monitoring: Administrators, Attendance clerk, Registrar, At risk counselor, counselor, instructional specialists, coaches, teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Phone calls will be made daily by grade level champions and weekly attendance committee meetings. Strategy's Expected Result/Impact: The attendance goal of 95% will be met at the end of the school year. Staff Responsible for Monitoring: Administrators, Attendance clerk, Registrar, At risk counselor, counselor, instructional specialists, coaches, teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:







Demographics

Problem Statement 1: Teachers struggle developing interventions strategies for students who enter the campus later in the year **Root Cause:** Instructional specialists, coaches, and teachers did not refine intervention strategies for students who enter the campus later in the year.

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

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

Evaluation Data Sources: STAAR, CBA, District assessment data







Strategy 1 Details	Reviews			
<p>Strategy 1: High dosage tutoring and 21st Century will be offered to all scholars. Teachers will continue to receive ongoing coaching and feedback with Amplify support, the curriculum will be used with fidelity with progress monitoring and evidence in PLCs and student work analysis, student engagement, lesson preparation, and quality student work.</p> <p>Strategy's Expected Result/Impact: 40% of Hispanic and African American students will perform at the Meets level in Reading.</p> <p>Staff Responsible for Monitoring: Administrators, instructional specialists, coaches, teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: ESL part time tutor will provide instructional support and tutorials will be offered afterschool.</p> <p>Strategy's Expected Result/Impact: 40% of Hispanic and African American students will perform at the Meets level in Reading.</p> <p>Staff Responsible for Monitoring: 40% of Hispanic and African American students will perform at the Meets level in Reading.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR. Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.
School Processes & Programs
Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.

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

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

Strategy 1 Details	Reviews			
Strategy 1: High dosage tutoring and 21st Century will be offered to all scholars. Teachers will continue to receive ongoing coaching and feedback with Eureka support, the curriculum will be used with fidelity with progress monitoring and evidence in PLCs and student work analysis, student engagement, lesson preparations, and quality student work. Strategy's Expected Result/Impact: 40% of Hispanic and African American students will perform at the Meets level in Math. Staff Responsible for Monitoring: Administrators, instructional specialists, coaches, teachers Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: ESL part time tutor will provide instructional support and tutorials will be offered afterschool. Strategy's Expected Result/Impact: 40% of Hispanic and African American students will perform at the Meets level in Math. Staff Responsible for Monitoring: Administrators, instructional specialists, coaches, teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Teachers struggle developing interventions strategies for students who enter the campus later in the year **Root Cause:** Instructional specialists, coaches, and teachers did not refine intervention strategies for students who enter the campus later in the year.




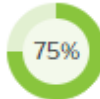




Student Learning

Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR.
Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.

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

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

Evaluation Data Sources: K-12 Survey Data

Strategy 1 Details	Reviews			
Strategy 1: We will promote parental engagement, we will encourage parents to volunteer as classroom parents, support the campus with duties and activities, and attend campus events. Parents will provide feedback in surveys. Strategy's Expected Result/Impact: 80% of parents and staff will rate Major as a high quality school according to online surveys. Staff Responsible for Monitoring: Administrator, counselors, teachers, instructional specialists, coaches, front office staff, interventionists Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: flyers for surveys - 211 Title I, Part A - \$100	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will encourage parents to join the Parent Advisory Committee and students to join the Student Advisory Committee to have a voice on the campus and provide ongoing feedback if Major is showing evidence of kindness. Strategy's Expected Result/Impact: 80% of the parents will rate Major as a high quality school according to online surveys. Staff Responsible for Monitoring: Administrators, teachers, counselors, instructional specialists, coaches, interventionists Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Teachers are not successfully showing students how lessons relate to life outside of school. Root Cause: As a campus we are not successfully teaching to show students how lessons relate to life outside of school.

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

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

Evaluation Data Sources: Surveys, discipline data

Strategy 1 Details	Reviews			
Strategy 1: We will provide new students with a Major student ambassador and school orientation to support with school transition. Strategy's Expected Result/Impact: 85% of students will rate the school as a safe and secure environment. Staff Responsible for Monitoring: Administrators, counselors, teachers, instructional specialists, coaches, interventionists Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will engage students in the Quaver Curriculum daily and PBIS points. We will model through Quaver , Major expectations, positive social behaviors so students can know how to approach and solve personal conflict, and creative an anti-bullying culture that is positive and promotes equity. Strategy's Expected Result/Impact: 85% of students, parents, and staff will rate the school as a safe and secure environment. Staff Responsible for Monitoring: Administrators, counselors, instructional specialists, coaches, teachers, interventionists Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Teachers are not successfully showing students how lessons relate to life outside of school. Root Cause: As a campus we are not successfully teaching to show students how lessons relate to life outside of school.

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

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

Evaluation Data Sources: PEIMS data, attendance reports

Strategy 1 Details	Reviews			
Strategy 1: We will increase student enrollment through promotional flyers, riding the bus with students before Open House, engagement with partners where scholars reside. Strategy's Expected Result/Impact: 10% of campus enrollment will increase by 2024. Weekly enrollment report, flyers , weekly attendance meetings, genral supplies Staff Responsible for Monitoring: Administration, Specialists, Coaches, Attendance Clerk, Registrar, Counselors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: flyers - 211 Title I, Part A - \$300	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will partner with businesses for school resources give away. Strategy's Expected Result/Impact: 10% of campus enrollment will increase by 2024. Weekly enrollment report, flyers , weekly attendance meetings Staff Responsible for Monitoring: Administration, Specialists, Coaches, Attendance Clerk, Registrar, Counselors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Demographics








Problem Statement 1: Teachers struggle developing interventions strategies for students who enter the campus later in the year **Root Cause:** Instructional specialists, coaches, and teachers did not refine intervention strategies for students who enter the campus later in the year.

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

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

Evaluation Data Sources: STRIVE reports

Strategy 1 Details	Reviews			
Strategy 1: Each staff member will attend the required Professional Development by May of 2024. We will have check ins during the first and second semester. By October we should have 50% of staff attending professional development. Strategy's Expected Result/Impact: 50% of staff will attend the professional learning requirements, attendance, and surveys for classroom instructional delivery Staff Responsible for Monitoring: Administration, Specialists, Coaches, Team Leaders, Teachers Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: By December we should have at least 75% of staff attending professional development. Strategy's Expected Result/Impact: 75% of staff will attend the professional learning requirements, attendance, and surveys for classroom instructional delivery Staff Responsible for Monitoring: Administration, Specialists, Coaches, Team Leaders, Teachers Title I: 2.4 Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: By May 2024 end of the school year we have 100% of staff attending professional development. Strategy's Expected Result/Impact: 100% of staff will have attended professional learning requirements, attendance, surveys for classroom instructional delivery. Staff Responsible for Monitoring: Administration, Specialists, Coaches, Team Leaders, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers did not have enough support with the reteach protocol. Root Cause: The instructional leadership team placed a greater emphasis on small group stations and TIER 1 instruction.

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

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

Evaluation Data Sources: STRIVE T-TESS reports

Strategy 1 Details	Reviews			
Strategy 1: Each staff member will be 100% trained and would have participated in calibration sessions on the district and campus level at the beginning of the year. Strategy's Expected Result/Impact: 100% of staff will attend the professional learning requirements, attendance, and surveys for classroom instructional delivery Staff Responsible for Monitoring: Administration Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: By January 2024 each staff member will review T-TESS domain growth from beginning of the year to the middle of the year to identify to see if they have shown growth in each domain. Strategy's Expected Result/Impact: 100% of staff will attend the professional learning requirements, attendance, and surveys for classroom instructional delivery Staff Responsible for Monitoring: Administrations Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Although student achievement has increased, our acceleration efforts have yielded growth but not to a high academic performance level required by STAAR.

Root Cause: There is great mobility which impedes making a continuous accelerated growth in our students. Teachers have to be able to identify what students should be able to know and show to demonstrate mastery of a given standard as well as plan lessons addressing the identified standards. Teachers and scholars must use DO NOW's & EXIT TICKETS and consistently analyze student work.

State Compensatory

Budget for Major Elementary

Total SCE Funds: \$15,165.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

The campus provides a student support specialist to support students for RTI in Reading and Math, an instructional specialist to support students in Reading and Math, a math coach to support teachers in math instruction to support student achievement and a 21st century coordinator to support students with instruction and enrichment afterschool.

Personnel for Major Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erica Clement	Student Support Specialist	1
Rachel Riles	Math Coach	1
Shalonda McGinnis	21st Century Coordinator	1
Theresa Johnson	Instructional Specialist	1

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. 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 2023-24 fall semester (July 2023-December 2023) and at least 3 meetings during the 2021-2022 spring semester (January 2024-July 2024).

Major Elementary used academic and nonacademic data from a variety of sources as target indicators to develop a needs assessment. Our academic data came from the results of our end of the year academic assessments which include CLI Engage/CIRCLE for language and math skills in Pre-K, Mclass for reading skills in grades K-2, MAP Math Growth for math skills in grades K-5, MAP Reading Growth for reading skills in grades 3-5, and STAAR for reading and math skills in grades 3-5 and science skills in grade 5. Our nonacademic data came from our school enrollment, attendance rates, and surveys from students, parents and teachers.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

In order to monitor each objective, we established relevant measures that will be used to acquire data to determine our levels of success. We will also have meetings throughout the year to discuss these results with the CIP committee and amend the presented strategies if they are not yielding desired results. For example, for performance objectives which are related to academic objectives, we will use middle of the year assessments such as checkpoints and benchmarks to determine the percentage of success to our target goals. We will then share this data with our CIP committee in October, December and March so we can receive feedback to address any goals which have not shown significant desired results.

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 and weekly newsletter in September. Upon request, an electronic or paper copy will be provided to interested parties. Copies will also be available at the front desk. 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.

2.4: Opportunities for all children to meet State standards

In order to provide equity, we will be monitoring student groups which our academic data has shown need the most support. 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 Emergent Bilingual learners).

For our overall student achievement score, the special education and non continuously enrolled students were not able to meet the state targets.

In order to address these gaps, these students will receive accelerated instruction in a small group environment through our intervention specialists and teachers. Next, our school will track the progress of these students through monthly intervention assessments of specific target skills, and analysis of these groups during benchmarks and checkpoints. After analysis, new interventions strategies may be considered to address student needs. Our campus will transform education and improve student outcomes through: high quality curriculum, blended learning, extended day (21st Century After School Program), high dosage tutoring, diagnostic assessments, and mental health and social resilience.

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.

Teachers are required to adhere to a schedule that provides subject specific instruction with structured timed lessons. Also, interventionists are allowed to pull students only during times assigned specifically for small group accelerated instruction. Core instruction will not be interrupted. To promote a well rounded education, students are using a reading curriculum that exposes students to a variety of cultural, historical and scientific selections that are presented in a relevant way. Increased learning time will be utilized through 21st Century and high dosage tutoring.

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. All students will be addressed through small group stations, blended learning, and home visits.

Major has protocols to identify and service those who are considered at-risk according to the State's 14 indicators. Primarily, our Student Support Specialist has the responsibility of working with the registrar, counselor, teachers and administrators to proactively search for those students who meet the required criteria. Then, this information is documented as part of the student's cumulative folder. This document is signed by the student's teachers and administrators so all relevant stakeholders are aware of who these students are. Each student considered at risk is serviced according to the needs from each indicator. At-risk indicators 1-4 are addressed through academic intervention through intervention specialists and or use of tutorials. Indicators 5 through 8 are addressed through periodic counseling and/or behavior plans that can help students succeed with their social emotional needs. Criteria 10 is addressed through our EB clerk who continually monitors these students in regards to how teachers use research based strategies to accelerate instruction. Indicators 12 through 14 are supported by reaching out to outside community services that can provide clothes and coping strategies to address student physical and psychological needs.

Furthermore, we have hired a second counselor which will specifically support the at-risk population on campus. The at risk counselor and regular counselor will attend specifically

tailored professional development in order to provide relevant social emotional strategies to all staff who attend to the needs of this population. With the addition of a second counselor our campus will also add additional guidance lessons, character education, and social emotional learning to our students SEL curriculum.

3.1: Annually evaluate the schoolwide plan

The campus improvement committee meets at the end of the year to review and evaluate the strategies for the school year and to ensure everything is complete :align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change. The committee reflects on the necessary adjustments based upon data used to evaluate previous activities. At the end of the implementation cycle (SY 2023-24), we identify how we are thinking about spreading, scaling, and/or sustaining what has been effective? Additionally, we even note what we will not be continuing or what we will be continuing to adjust and improve.

4.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways 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) 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:

Engaged Stakeholders in Every Community Our Parent and Family Engagement performance indicators include:

- 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.

4.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops , as well as volunteer on the campus. 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, Meet the Teacher, Open House, Curriculum Night, Fine Arts programs, and parent workshops provided by counselors.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Hurley	Instructional Specialist	Title 1	1
Cory Cooper Sweat	Digital Literacy Coach	Title 1	1
Mark Rodrigues	Instructional Specialist	Title 1	.5