

**Spring Independent School District
Salyers Elementary
2023-2024 Improvement Plan**



Mission Statement

To provide excellence in education and a supportive culture and climate, while fostering positive relationships.

Vision

At the International School at Salyers, we are dedicated, compassionate educators empowering our scholars to be productive global citizens.

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

The International School at Salyers is a PK – 5th grade Blended-Learning Innovator Campus with a focus on Global Studies in the Spring Independent School District. Salyers has 26 general education classroom teachers, 7 special education teachers (ECSE, ECSE Blended, SILC/PASS, CASE, Resource, and Co-Teach), and 4 electives teachers (Art, Music, P.E., Library). The Instructional Leadership Team is comprised of the Principal, Assistant Principal, Academic Specialist, Digital Learning Coach-literacy, Math Coach, 1 Counselor, 1 At-risk Counselor, a Student Support Specialist, a .5 ELL Specialist, .5 Emergence, a PK - 2nd grade Reading Interventionist, a 3rd-5th Grade Reading Interventionist, a PK-2nd Grade Math Interventionist, a 3rd-5th Grade Math Interventionist, and grade level team leads. There are 7 special education paraprofessionals, 3 Pre-K paraprofessionals, and 2 general education paraprofessionals. We have 1 secretary, 1 office receptionist, 1 attendance clerk, 1 registrar, and 1 nurse. We have 1 diagnostician and 1 speech pathologist that serves the special education population on our campus full time. We share additional support staff that also serve our special education population including a behavior interventionist, dyslexia teacher, OT, PT, and LSSP.

The campus is located approximately two miles west of I-45 on the Hardy Toll Road and is a school-wide Title 1 campus. The enrollment for the 2023-2024 school year was 520 students. Our student population is comprised of sixty percent (60%) African American, thirty percent (30%) Hispanic, four percent (4%) White, two percent Asian (2%), and four percent (4%) two or more races. Ninety-three percent (93%) of Salyers' students are classified as Economically Disadvantaged, nineteen percent (19%) of the students are identified as English Language Learners, two percent (2%) of the students are identified as gifted and talented, and eleven percent (11%) are identified as special education students. The majority of the Salyers' student population are transported from 10 apartment complexes within the Spring Independent School District. This has had a significant impact on our mobility rate. Our mobility rate for the 2022-2023 school year was thirty-two percent (32%), well above both the district and the state average. This has been the trend for the last several years. Salyers' student attendance rate for the 2022-2023 school year was approximately ninety-one percent (90.65%). This trend has been prevalent for the 2014–2015, 2015-2016, 2017-2018, 2019-2020, 2020-2021, 2021-2022 and 2022- 2023 school years.

Demographics Strengths

- The International School at Salyers has a diverse student ethnic population which has remained consistent over the past several years.
- The students bring a rich linguistic background to the campus which includes English, Spanish, Arabic, Igbo, Nepali, Lao, Portuguese, Romanian, Thai, Urdu, Vietnamese, and more.
- With our focus on global studies, The International School at Salyers community is accepting of diverse populations regardless of race or ethnicity and invites parents from different cultural backgrounds to engage with students about their heritage and cultural backgrounds.
- The teacher population has become more diverse to meet our students' needs.
- Our campus provides specialized support staff including 2 counselors, Emergent Bilingual support, a Student Support Specialist, Instructional Coaches, an Academic Specialist, and Interventionists.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The academic and behavioral potential of all demographic populations has not been fully realized. **Root Cause:** A common set of values and

Salyers Elementary

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expectations must be set as a school in order to reach the needs of our diverse population.

Problem Statement 2 (Prioritized): Our current attendance rate is 94.65% which is lower than the state and district average. **Root Cause:** A need for increased student engagement and positive relationship building with all stake holders

Student Learning

Student Learning Summary

Our students reading achievement scores have increased compared to reading scores for the 2018-2019 school year; but our students math scores have decreased compared to math scores for 2018-2019 school year. The information below will capture assessments scores for STAAR (3rd-5th), BOY MAP Math (kinder-5th), BOY Circle Assessment (PK), and BOY mCLASS for (K-2nd).

2023- 2024 PK CIRCLE Math On Track									
Pre-Kindergarten	68%								

2023- 2024 PK CIRCLE Rapid Letter Naming On Track									
Pre-Kindergarten	42%								

2023-2024 PK CIRCLE Rapid Vocabulary On Track									
Pre-Kindergarten	51%								

2023- 2024 PK Phonological Awareness On Track									
Pre- Kindergarten	59%								

2023-2024 mClass At or Above									
Kindergarten - 2nd	37%								

STAAR Reading 3 Yr Comparison (2021-23)									
	2021			2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	36%	16%	7%	50%	24%	13%	53%	29%	8%
Grade									
4th	34%	13%	6%	58%	30%	14%	47%	17%	5%
Grade									

STAAR Reading 3 Yr Comparison (2021-23)									
5th Grade	39%	16%	5%	63%	38%	21%	63%	31%	10%
3rd Grade Bilingual	60%	20%	20%	14%	0%	0%	N/A%	N/A%	N/A%
4th Grade Bilingual	No Data	No Data	No Data	0%	0%	0%	N/A%	N/A%	N/A%
5th Grade Bilingual	50%	50%	50%	N/A%	N/A%	N/A%	No Data	No Data	No Data

STAAR Math 3 Yr Comparison (2021-23)									
	2021			2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade	31%	10%	3%	35%	12%	1%	52%	15%	2%
4th Grade	33%	11%	7%	43%	13%	4%	43%	14%	3%
5th Grade	40%	16%	5%	42%	18%	7%	39%	15%	4%
3rd Grade Bilingual	50%	0%	0%	0%	0%	0%	No Data	No Data	No Data
4th Grade Bilingual	25%	25%	0%	No Data	No Data	No Data	No Data	No Data	No Data
5th Grade Bilingual	0%	0%	0%	No Data	No Data	No Data	No Data	No Data	No Data

STAAR Science 3 Yr Comparison (2019-22)									
	2021			2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
5th Grade	36%	10%	9%	36%	10%	5%	44%	8%	1%
5th Bilingual	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

BOY MAP Reading 2 Yr Comparison (2022, 2023)					
	2022-2023			2023-2024	
	On/Above Grade Level		Below Grade Level	On/Above Grade Level	Below Grade Level
3rd Grade	50%		50%	59%	41%
4th Grade	46%		54%	52%	48%
5th Grade	54%		46%	58%	42%
3RD-5TH OVERALL	50%		50%	57%	43%

MAP Math 2 Yr Comparison (2022, 2023)				
	2022-2023			2023-2024
	On/Above Grade Level		Below Grade Level	On/Above Grade Level
				Below Grade Level

MAP Math 2 Yr Comparison (2022, 2023)				
Kindergarten	68%	32%	57%	43%
1st Grade	56%	44%	39%	61%
2nd Grade	40%	60%	28%	72%
3rd Grade	57%	43%	50%	50%
4th Grade	44%	56%	50%	50%
5th Grade	37%	63%	39%	61%

TELPAS 2022-2023					
1st Grade					
	Composite Rating	Reading Proficiency	Writing Proficiency	Speaking Proficiency	Listening Proficiency
Beginning	40%	55%	65%	40%	30%
Intermediate	30%	25%	5%	15%	30%
Advance	10%	0%	10%	20%	20%
Advance High	0%	0%	0%	0%	0%
2nd Grade					
	Composite Rating	Reading Proficiency	Writing Proficiency	Speaking Proficiency	Listening Proficiency
Beginning	0%	14%	29%	0%	0%
Intermediate	50%	23%	36%	64%	7%
Advance	29%	29%	14%	14%	21%

TELPAS 2022-2023					
Advance High	7%	0%	7%	14%	21%
3rd Grade					
	Composite Rating	Reading Proficiency	Writing Proficiency	Speaking Proficiency	Listening Proficiency
Beginning	10%	20%	40%	20%	0%
Intermediate	80%	60%	40%	80%	10%
Advance	10%	20%	20%	0%	50%
Advance High	6%	0%	0%	0%	40%
4th Grade					
	Composite Rating	Reading Proficiency	Writing Proficiency	Speaking Proficiency	Listening Proficiency
Beginning	0%	9%	45%	0%	0%
Intermediate	36%	36%	45%	45%	9%
Advance	36%	9%	18%	18%	36%
Advance High	9%	27%	0%	9%	36%
5th Grade					
	Composite Rating	Reading Proficiency	Writing Proficiency	Speaking Proficiency	Listening Proficiency
Beginning	15%	38%	23%	23%	8%
Intermediate	38%	8%	46%	31%	46%
Advance	31%	23%	15%	38%	31%
Advance High	0%	23%	8%	0%	8%

Student Learning Strengths

BOY Map Reading 3rd-5th grade comparison from 22-23 to the 23-24 school year increased from 50% to 57%.

BOY Map Math scores for 4th and 5th Grade from 22-23 school year to 23-24 school increased on average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. **Root Cause:** High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.

Problem Statement 2: 78% of our Special Education scholars 3rd-5th grade did not achieve the Approaches standards as measured by STAAR and STAAR Alt 2 Reading, Math, and Science. **Root Cause:** There is a lack of alignment between IEP goals, grade level TEKS expectations and services provided to SPED students.

Problem Statement 3 (Prioritized): There has been a lack of fidelity in the implementation of RTI at Salyers. **Root Cause:** There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.

Problem Statement 4 (Prioritized): 48% of our Emergent Bilingual students did not increase their language proficiency by at least one level. **Root Cause:** There is no consistent implementation of the English minutes in the Bilingual classrooms.

School Processes & Programs

School Processes & Programs Summary

At the International School at Salyers, we believe every child can learn and should be provided with a high-quality education. We want to ensure our students develop a love for learning, by providing them with a learning environment that is welcoming, positive, and student-centered. We focus on providing positive behavior support and building positive relationships to attain high academic achievement, while using data to drive instruction. We are committed to providing our staff with continuous support, guidance, and coaching to ensure our students are successful.

The International School at Salyers Elementary School is a PK – 5th grade campus in the Spring Independent School District, where we focus on global studies through Reading, Writing, and Fine Arts. We are a school-wide Title 1 campus, serving over 520 students. The International School At Salyers is a Blended Learning Innovator Campus. This means all students PK-5th are issued a Chromebook for school and home use. Blended Learning on our campus provides: exposure to high level digital equipment, utilization of the newest educational digital platforms for reading and math, increased blended learning stations in every classroom, and daily exposure to 21st Century learning styles.

Salyers has a focus on increased literacy through Amplify Reading for grades K-5th grade. Eureka Math is used to increase math skills in grade K-5th grade. Frogstreet curriculum is used to teach reading, math, social studies, and science. Our PK through 2nd grade classes are all self contained and students receive all core content instruction from their homeroom teacher. Salyers' PK is a full-day program. Our 3rd through 5th grade classes are departmentalized and students receive instruction from multiple teachers, depending on the core content. We have 6 bilingual classrooms, 1 on each grade level PK-4th grade. All students, Kinder-5th grade, participate in FLEX classes, which include P.E., Art, Music and Library. While students are participating in FLEX classes, our teachers participate in weekly Professional Learning Community (PLC) meetings for 50-60 minutes.

PLCs tend to focus on one of the following criterion: Data Driven Action Planning, Lesson Planning, Learning, and At-Bats. In addition, to our weekly PLCs during the day, we also hold teacher learning labs at least one per month. Our Learning Labs are lead by teachers, administrators, and coaches. During this time, we are able to collaborate vertically and ensure curriculum alignment across grade levels.

Our campus master schedule provides for an opportunity for enrichment, extension, and intervention through W.I.N. (What I Need) Time. During W.I.N. Time, students work on their Progress Learning, learning paths to address their individual academic needs. Teachers are able to work with individuals and small groups of students during this block to deliver RTI targeted interventions as well as accelerated instruction. We also provide after school tutorials Monday through Friday for Kinder-5th Grade, through our 21st Century After School Program.

21st Century, a federal funded grant program, helps align school day academics through social and emotional activities, reading and math tutorials and enrichment activities. Those who participate in the afterschool program increase and strengthen their academic vocabulary, develop conceptual strategies which aids in improving academic performance, behavior and attendance.

School Processes & Programs Strengths

For the 2023-2024 school year, we will continue to offer multiple family events per semester. In an effort to re-brand the campus, we are implementing the International studies model, which will build Globally Competent students. Based on feedback from our parent surveys the group felt the teachers did a great job ensuring students were learning. In addition, the group felt the school communicated well about assignments through Class Dojo and Schoology and weekly smores newsletters, but parents would like to see more consistency across the board. According to parents we have spoken with they stated they would like more communication between teachers and parents regarding their child's progress or areas of improvement for academics and behavior.

Our PLCs are more structured and aligned to the needs of our campus. Our students enjoy participating in our monthly PAWSitive celebrations. Our students think teachers care about students' education and well being. (Cambridge Study Data) Salyers offers a 21st century after-school program which gives our students access to various extra-curricular activities including karate, basketball, code and gaming, etc. Parents enjoy having their children be a part of the 21st Century LLC program.

Our students enjoy being a part of our after school programs including 21st Century, Koala Care, and After-School Tutorials. Students enjoy being selected to participate in the morning announcements which has also helped in building the culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of consistent implementation of campus procedures due to this problem the staff is not clear on who is responsible for different tasks. **Root Cause:** Effective, written systems and protocols were not developed nor communicated clearly to the staff.

Problem Statement 2 (Prioritized): There was an increase of exclusionary discipline consequences resulting in the loss of instructional time. **Root Cause:** A discipline management system was neither consistently communicated nor effectively implemented.

Problem Statement 3 (Prioritized): During the 2022- 2023 there was a lack of global studies integration into our daily instructional practices. **Root Cause:** During the 2022-22 school year, the campus was in the second year of implementation of global studies. The Global Studies Curriculum Competencies were neither consistently communicated nor effectively implemented.

Priority Problem Statements

Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment.

Root Cause 1: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There was an increase of exclusionary discipline consequences resulting in the loss of instructional time.

Root Cause 2: A discipline management system was neither consistently communicated nor effectively implemented.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Lack of collaborative problem-solving amongst all stakeholders in order to cultivate high expectations.

Root Cause 3: No clear sense of purpose nor common goal shared between administrators and teachers.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The academic and behavioral potential of all demographic populations has not been fully realized.

Root Cause 4: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Parents feel that school-wide there is a lack of high academic expectations and effective disciplinary procedures.

Root Cause 5: There are inconsistencies in communication and implementation of academic interventions and discipline.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our current attendance rate is 94.65% which is lower than the state and district average.

Root Cause 6: A need for increased student engagement and positive relationship building with all stake holders

Problem Statement 6 Areas: Demographics

Problem Statement 7: During the 2022- 2023 there was a lack of global studies integration into our daily instructional practices.

Root Cause 7: During the 2022-22 school year, the campus was in the second year of implementation of global studies. The Global Studies Curriculum Competencies were neither consistently communicated nor effectively implemented.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There has been a lack of fidelity in the implementation of RTI at Salyers.

Root Cause 8: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 48% of our Emergent Bilingual students did not increase their language proficiency by at least one level.

Root Cause 9: There is no consistent implementation of the English minutes in the Bilingual classrooms.

Problem Statement 9 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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

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

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

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

Performance Level 2023 % 2024 %

Approaches	54%	to	57%
Meets	25%	to	28%
Masters	7%	to	10%

High Priority

Evaluation Data Sources: Campus Based Assessments
Exit Tickets
District Formative Assessments
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The campus will focus on small group TEKS based instruction and interventions for a minimum of 55 minutes per day twice a week.</p> <p>Strategy's Expected Result/Impact: I. October campus based assessments and district assessments will have at least 40% of scholars at the approaches level, 20% at the meets level, and, 5% at the masters level.</p> <p>II. December campus based assessments and district assessments will have at least 50% of scholars at the approaches level, 30% at the meets level, and, 10% at the masters level.</p> <p>III. March campus based assessments and district assessments will have at least 70% of scholars at the approaches level, 40% at the meets level, and, 20% at the masters level.</p> <p>IV. May campus based assessments and district assessments will have at least 80% of scholars at the approaches level, 50% at the meets level, and, 30% at the masters level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Student Support Specialist Instructional Coaches Classroom Teachers Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1, 3, 4 - School Processes & Programs 2, 3 - Perceptions 1, 2 Funding Sources: Paper, Pencils, Flash Cards, Personal Whiteboards, Manipulatives, Composition Notebooks, Small Group Horseshoe Table - 211 Title I, Part A - \$50,000</p>				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Students will use a number of online platforms to prepare for STAAR Reading and TELPAS. Students will use Type to Learn to improve their keyboarding skills to prepare for STAAR writing prompts. Emergent Bilingual Students will use Summit K12 to prepare for TELPAS assessments from Kindergarten through 5th grade. In addition, students will use TEKSnology.com and iReady to prepare for new STAAR question types.</p> <p>Strategy's Expected Result/Impact: By using these online platforms, we will meet our end of the year assessment goals of 80% Approaches, 50% Meets and 30% Masters.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist EB Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: K12 Summit, Type to Learn, TEKSnology.com, iReady - 211 Title I, Part A - \$50,000</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized. Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.</p> <p>Problem Statement 2: Our current attendance rate is 94.65% which is lower than the state and district average. Root Cause: A need for increased student engagement and positive relationship building with all stake holders</p>
Student Learning
<p>Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. Root Cause: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.</p> <p>Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.</p> <p>Problem Statement 4: 48% of our Emergent Bilingual students did not increase their language proficiency by at least one level. Root Cause: There is no consistent implementation of the English minutes in the Bilingual classrooms.</p>

School Processes & Programs
<p>Problem Statement 2: There was an increase of exclusionary discipline consequences resulting in the loss of instructional time. Root Cause: A discipline management system was neither consistently communicated nor effectively implemented.</p> <p>Problem Statement 3: During the 2022- 2023 there was a lack of global studies integration into our daily instructional practices. Root Cause: During the 2022-22 school year, the campus was in the second year of implementation of global studies. The Global Studies Curriculum Competencies were neither consistently communicated nor effectively implemented.</p>
Perceptions
<p>Problem Statement 1: Lack of collaborative problem-solving amongst all stakeholders in order to cultivate high expectations. Root Cause: No clear sense of purpose nor common goal shared between administrators and teachers.</p> <p>Problem Statement 2: Parents feel that school-wide there is a lack of high academic expectations and effective disciplinary procedures. Root Cause: There are inconsistencies in communication and implementation of academic interventions and discipline.</p>

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

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

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

Performance Level 2023 % 2024 %

Approaches	45%	to	48%
Meets	15%	to	18%
Masters	3%	to	6%

High Priority

Evaluation Data Sources: Campus Based Assessments
Exit Tickets
District Formative Assessments
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The campus will focus on the use of school-wide strategies, hands-on manipulatives and differentiated activities during instruction and interventions, daily.</p> <p>Strategy's Expected Result/Impact: I. October campus based assessments and district assessments will have at least 40% of scholars at the approaches level, 20% at the meets level, and, 5% at the masters level.</p> <p>II. December campus based assessments and district assessments will have at least 50% of scholars at the approaches level, 30% at the meets level, and, 10% at the masters level.</p> <p>III. March campus based assessments and district assessments will have at least 70% of scholars at the approaches level, 40% at the meets level, and, 20% at the masters level.</p> <p>IV. May campus based assessments and district assessments will have at least 80% of scholars at the approaches level, 50% at the meets level, and, 30% at the masters level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Student Support Specialist Instructional Coaches Classroom Teachers Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 3</p>				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Math interactive notebooks will be implemented in all 3-5 grade classrooms to engage students in the content and process.</p> <p>Strategy's Expected Result/Impact: I. October campus based assessments and district assessments will have at least 40% of scholars at the approaches level, 20% at the meets level, and, 5% at the masters level.</p> <p>II. December campus based assessments and district assessments will have at least 50% of scholars at the approaches level, 30% at the meets level, and, 10% at the masters level.</p> <p>III. March campus based assessments and district assessments will have at least 70% of scholars at the approaches level, 40% at the meets level, and, 20% at the masters level.</p> <p>IV. May campus based assessments and district assessments will have at least 80% of scholars at the approaches level, 50% at the meets level, and, 30% at the masters level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Instructional Coaches Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 3</p>				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: The campus Academic and Instructional Coaches will attend Region 4 TTESS training to learn strategies to better support teachers in the use of hands-on manipulatives and differentiated activities during instruction and interventions.</p> <p>Strategy's Expected Result/Impact: I. By December 2022, at least 40% of teachers will score proficient in differentiation. II. By March 2023, at least 60% of teachers will score proficient in differentiation. III. By May 2023, at least 80% of teachers will score proficient in differentiation.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Instructional Coaches</p> <p>Title I: 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 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 3</p>				
Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: Students will use a number of online platforms to prepare for STAAR Math Students will use Type to Learn to improve their keyboarding skills to prepare for STAAR writing prompts. In addition, students will use TEKSnology.com and iReady to prepare for new STAAR question types.</p>				

<p>Strategy's Expected Result/Impact: By using these online platforms, we will meet our end of the year assessment goals of 80% Approaches, 50% Meets and 30% Masters.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist EB Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. Root Cause: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.</p>
<p>Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.</p>

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	44%	to	47%
Meets	8%	to	11%
Masters	1%	to	4%

High Priority

- Evaluation Data Sources:** Campus Based Assessments
Exit Tickets
District Formative Assessments
STAAR
STEMScopes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Students will attend science lab a minimum of once a week to become familiar with experiments and the scientific method to develop problem-solving and critical thinking skills.</p> <p>Strategy's Expected Result/Impact: I. October campus based assessments and district assessments will have at least 40% of scholars at the approaches level, 20% at the meets level, and, 5% at the masters level.</p> <p>II. December campus based assessments and district assessments will have at least 50% of scholars at the approaches level, 30% at the meets level, and, 10% at the masters level.</p> <p>III. March campus based assessments and district assessments will have at least 70% of scholars at the approaches level, 40% at the meets level, and, 20% at the masters level.</p> <p>IV. May campus based assessments and district assessments will have at least 80% of scholars at the approaches level, 50% at the meets level, and, 30% at the masters level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Instructional Coaches Classroom Teachers ESSER Science Lab Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 3 Funding Sources: StemScopes Science Lab Materials and StemScopes Online - 211 Title I, Part A - \$17,000</p>				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: 100% of teachers will implement the use of STEMScopes daily to increase student conceptual understanding of grade level science concepts.</p> <p>Strategy's Expected Result/Impact: I. October campus based assessments and district assessments will have at least 40% of scholars at the approaches level, 20% at the meets level, and, 5% at the masters level.</p> <p>II. December campus based assessments and district assessments will have at least 50% of scholars at the approaches level, 30% at the meets level, and, 10% at the masters level.</p> <p>III. March campus based assessments and district assessments will have at least 70% of scholars at the approaches level, 40% at the meets level, and, 20% at the masters level.</p> <p>IV. May campus based assessments and district assessments will have at least 80% of scholars at the approaches level, 50% at the meets level, and, 30% at the masters level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Instructional Coaches Classroom Teachers ESSER Science Lab Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Stemscores - 211 Title I, Part A - \$17,000</p>				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Students will use a number of online platforms to prepare for STAAR Math Students will use Type to Learn to improve their keyboarding skills to prepare for STAAR constructed responses . In addition, students will use TEKSnology.com and iReady to prepare for new Science STAAR question types.</p> <p>Strategy's Expected Result/Impact: By using these online platforms, we will meet our end of the year assessment goals of 80% Approaches, 50% Meets and 30% Masters.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. Root Cause: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.</p> <p>Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.</p>

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	79%
Letter-Sound Correspondence	93%
Early Writing	89%

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE BOY, MOY, EOY assessment
CIRCLE progress monitoring every three weeks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will provide differentiation of small group instruction to respond to student differences of readiness. Strategy's Expected Result/Impact: I. October Circle Progress Monitoring will have at least 30% of scholars On Track. II. December Circle Progress Monitoring will have at least 40% of scholars On Track. III. March Circle Progress Monitoring will have at least 70% of scholars On Track. IV. May Circle Progress Monitoring will have at least 95% of scholars On Track. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Instructional Coaches Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - School Processes & Programs 2				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.
School Processes & Programs
Problem Statement 2: There was an increase of exclusionary discipline consequences resulting in the loss of instructional time. Root Cause: A discipline management system was neither consistently communicated nor effectively implemented.

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.

Overall Math 2023 Percentage
96%

High Priority
HB3 Goal
Evaluation Data Sources: CIRCLE BOY, MOY, EOY assessment
CIRCLE progress monitoring every three weeks

Strategy 1 Details		Reviews			
Strategy 1: 100% of teachers will provide differentiation of small group instruction to respond to student differences of readiness. Strategy's Expected Result/Impact: I. December Campus based assessment will have a minimum of 60% of		Formative			Summative
		Oct	Jan	Mar	June

<p>scholars on track for literacy skills.</p> <p>II. January MOY will have a minimum of 70% on track for literacy skills.</p> <p>III. May EOY will have a minimum of 95% on track for literacy skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Instructional Coaches Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p> <p>Funding Sources: Paper, Pencils, Flash Cards, Personal Whiteboards, Manipulatives, Composition Notebooks, Small Group Horseshoe Table - 211 Title I, Part A - \$20,000</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized. Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.
Student Learning
Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.

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

Performance Objective 6: 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: 52%

High Priority

- Evaluation Data Sources:** Campus Based Assessments
Exit Tickets
District Formative Assessments
Education Galaxy Lift Off
NWEA MAP MOY and EOY assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will focus on strategic first teach/whole group instruction, small group TEKS based instruction and interventions for a minimum of 55 minutes per day, daily. Strategy's Expected Result/Impact: I. October campus based assessments and district assessments will have at least 40% of scholars on/or above grade level. II. December campus based assessments and district assessments will have at least 40% of scholars on/or above grade level. III. March campus based assessments and district assessments will have at least 60% of on/or above grade level. IV. May campus based assessments and district assessments will have at least 70% of scholars on/or above grade level. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Student Support Specialist Instructional Coaches Classroom Teachers Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized. Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.
Student Learning
Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.

School Processes & Programs
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Problem Statement 2: There was an increase of exclusionary discipline consequences resulting in the loss of instructional time. Root Cause: A discipline management system was neither consistently communicated nor effectively implemented.

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

Performance Objective 7: 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: 54%

High Priority

HB3 Goal

Evaluation Data Sources: Campus Based Assessments
Exit Tickets
District Formative Assessments
Education Galaxy Lift Off
NWEA MAP MOY and EOY assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will focus on strategic first teach/whole group instruction, the use of hands-on manipulatives and differentiated activities during instruction and interventions for a minimum of 55 minutes per day twice a week. Strategy's Expected Result/Impact: I. October campus based assessments and district assessments will have at least 40% of scholars on/or above grade level. II. December campus based assessments and district assessments will have at least 40% of scholars on/or above grade level. III. March campus based assessments and district assessments will have at least 60% of on/or above grade level. IV. May campus based assessments and district assessments will have at least 70% of scholars on/or above grade level. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Student Support Specialist Instructional Coaches Classroom Teachers Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1, 3				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized. Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.
Student Learning
Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. Root Cause: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.

Student Learning

Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.

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

Performance Objective 8: 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: 57%

- High Priority
- HB3 Goal
- Evaluation Data Sources: mCLASS progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The campus will focus on strategic first teach/whole group instruction, small group TEKS based instruction and the use of mCLASS intervention kits for a minimum of 55 minutes per day twice a week.</p> <p>Strategy's Expected Result/Impact: mCLASS student performance will increase in Grade KG from 76% On/Above (2023) to 91% On/Above (2024), Grade 01 from 43% On/Above (2023) to 80% On/Above (2024), Grade 02 from 44% On/Above (2023) to 80% On/Above (2024).</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Student Support Specialist Instructional Coaches Classroom Teachers Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p> <p>Funding Sources: Paper, Pencils, Flash Cards, Personal Whiteboards, Manipulatives, Composition Notebooks, Small Group Horseshoe Table - 211 Title I, Part A - \$20,000</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized. Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.
Student Learning
Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.

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: 91.5%

High Priority
Evaluation Data Sources: Average Daily Attendance
Monthly Attendance Committee meetings

Strategy 1 Details	Reviews			
Strategy 1: The campus will coordinate monthly attendance incentives for all grade levels PK-5. Strategy's Expected Result/Impact: The attendance rate will increase to 93.8%. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Attendance Clerk Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Monthly Incentives from Oriental Trading, Sam's, etc. - 211 Title I, Part A - \$15,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The campus will develop a Welcome committee for all new students to build positive relationships. Strategy's Expected Result/Impact: The attendance rate will increase to 93.8%. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Attendance Clerk Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of homeroom teachers will communicate daily attendance expectations for students. After two days, the homeroom teacher will communicate with the parent via telephone, Class Dojo, or email to identify why the student is absent. Strategy's Expected Result/Impact: The attendance rate will increase to 93.8%. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized. Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.

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.

- High Priority**
- Evaluation Data Sources:** TELPAS
STAAR
STAAR Alt 2
Campus Based Assessments
MAP
mCLASS
CIRCLE
Average Daily Attendance (ADA)

Strategy 1 Details		Reviews			
Strategy 1: The campus will budget for a 0.5 EB teacher to address increasing the language proficiency levels. Strategy's Expected Result/Impact: 100% of Emergent Bilingual students will increase by a minimum of one proficiency level on the End of Year TELPAS assessment. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist EB Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Emergent Bilingual Teacher - 211 Title I, Part A - \$35,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: The campus will select a team of leaders and teachers to develop a Global Studies plan that includes lessons, projects and rubrics to address global learning. In addition, a team of leaders and teachers will develop TEKS-based tutorial lessons and activities for after-school tutorials. Strategy's Expected Result/Impact: Teachers will be able to effectively integrate global studies into their daily lessons. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Instructional Coaches Global Studies Coordinator Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 4 Funding Sources: Global Studies Materials including books, Oriental trading materials, etc. - 211 Title I, Part A - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide out of school learning experiences for ALL scholars through Field Trips and on campus field experiences. Strategy's Expected Result/Impact: Exposure and access to enrichment activities Staff Responsible for Monitoring: Team leads, principal Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Field Trip Fees and transportation - 211 Title I, Part A - \$20,000		Formative			Summative
		Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized. Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.
Student Learning
Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. Root Cause: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.
Problem Statement 4: 48% of our Emergent Bilingual students did not increase their language proficiency by at least one level. Root Cause: There is no consistent implementation of the English minutes in the Bilingual classrooms.

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: Execute tier one instruction with fidelity. Provide feedback on scholar work and use Do Nows and Exit Tickets for CFU. Strategy's Expected Result/Impact: Improve achievement. Staff Responsible for Monitoring: Admin, coaches, teachers. Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. Root Cause: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.
Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.

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 5 increase.

Evaluation Data Sources: Event Sign In Sheets
Volunteer in Public Schools Registration List
End of Year Parent Surveys

Strategy 1 Details		Reviews			
Strategy 1: The campus will have multiple opportunities for family engagement including two Global Studies showcases (Holidays around the World and Solutions to Pollution), STREAM Night, Hispanic Heritage, Fall Festival, Black History, Coffee with the Counselors, Reading Night, Math Night, Science Night, etc. Strategy's Expected Result/Impact: A minimum of 50% will attend each showcase. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Global Studies Coordinator Campus Parent Liaison Classroom Teachers Secretary Receptionist Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized.	Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.

Student Learning

<p>Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. Root Cause: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.</p>
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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: Quaver Weekly Usage Report
Fidelity Walks

Strategy 1 Details		Reviews			
Strategy 1: The campus will have a 20 minute SEL Block built into the Master Schedule at the beginning of the day for 100% of the grade levels and teachers will facilitate SEL lessons, daily. Strategy's Expected Result/Impact: Improved relationships between all stakeholders and discipline referrals will decrease by 50% by May 2023. Staff Responsible for Monitoring: Principal Assistant Principal Counselors Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 3 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The Assistant Principal and Academic Specialist will attend the Region 4 Assistant Principal Conference to learn strategies about transforming how teachers lead in the classroom and how administrators lead in schools. Strategy's Expected Result/Impact: Improved relationships between all stakeholders and discipline referrals will decrease by 50% by May 2023. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 Funding Sources: Region 4 Assistant Principal Conference - 211 Title I, Part A				
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Campus leaders and teachers will attend the 2022 Mega Education Conference with Ron Clark to learn strategies to increase the academic mindset of all stakeholders. Strategy's Expected Result/Impact: The academic mindset of all educational staff will increase and will result in 73% of students reaching at least Approaches and at least 32% reaching Meets on the Spring 2023 STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Instructional Coaches Classroom Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The academic and behavioral potential of all demographic populations has not been fully realized. Root Cause: A common set of values and expectations must be set as a school in order to reach the needs of our diverse population.
Student Learning
Problem Statement 3: There has been a lack of fidelity in the implementation of RTI at Salyers. Root Cause: There was an intervention time however accountability was not implement, therefore the accountability for serving students in RTI was not done with fidelity. There was a lack of clarity about the purpose and ownership of RTI.
School Processes & Programs
Problem Statement 2: There was an increase of exclusionary discipline consequences resulting in the loss of instructional time. Root Cause: A discipline management system was neither consistently communicated nor effectively implemented.

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

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

Evaluation Data Sources: Sign-in sheets
Parent Feedback Forms

Strategy 1 Details	Reviews			
Strategy 1: The campus will participate in the Success Walk, once in the fall and once in the Spring to target at-risk students. Strategy's Expected Result/Impact: Students will be exposed to academics which will increase academic achievement. Staff Responsible for Monitoring: Principal Assistant Principal Academic Specialist Counselor Student Support Specialist Instructional Coaches Teachers Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 52% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. Root Cause: High-quality TEKS specific Tier 1 instruction, differentiation, and small group instruction is not being facilitated consistently. In addition, there is a lack of hands-on experiences that allow scholars the ability to connect abstract concepts with concrete concepts.

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.

High Priority
Evaluation Data Sources: Eduphoria Transcripts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The campus will send teachers bi-weekly reminders for upcoming passport PDs to ensure the passport is complete.</p> <p>Strategy's Expected Result/Impact: I. By October, 50% of teachers will have completed their passport. II. By January III. By March IV. By May</p> <p>If teachers are attending to the important trainings, Teachers will be able to improve all assessment scores and meet the expected goals for each grade level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1</p>				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus leaders will use the Texas Documentation Handbook Appraisal, Nonrenewal, Termination for performance improvements, tailored feedback and tracking for specific teachers and linking teacher behaviors to student outcomes. Strategy's Expected Result/Impact: Enhanced teacher behavior tracking student outcomes, and communication of expectations. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 1				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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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.

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 will be 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 2022-23 fall semester (July 2022-December 2022) and at least 3 meetings during the 2022-2023 spring semester (January 2023-July 2023).

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed using multiple sources of data including end of year STAAR data, end of the year MAP data, end of the year mCLASS data, and end of the year Circle assessment data. In addition, the team reviewed parent survey data to determine the current perceptions from the community. The core leadership team made up of the principal, assistant principal, academic specialist, the math coach, and literacy coach developed the CIP strategies. The core leadership team then met with grade level team leads to add additional strategies to support the goals.

2.2: Regular monitoring and revision

The campus improvement plan is monitored and revised on a regular basis. The campus has formal review meeting once per quarter to assess the effectiveness of each strategy as well as strategy implementation.

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

The Campus Improvement Plan is available to parents via our school website and upon request for print.

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

The campus improvement plan addresses the needs of all students, particularly at-risk through effective instruction and Social and Emotional Learning support.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is evaluated 4 times annually including: fall, winter, spring, and the summer.

5.1: Determine which students will be served by following local policy

The campus will focus on targeted small group interventions that target the ALL students group. Interventions will take place daily for a minimum of 45 minutes per day. In addition, the leadership team will monitor performance of all student groups during each assessment cycle.