Spring Independent School District
Salyers Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: B
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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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 30 general education classroom teachers, 8 special education teachers (ECSE, ECSE Blended, ECSE 1/2 day, 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, Digital Learning Coach-literacy, Math coach, 1 counselor, 1 at-risk counselor, a Student Support Specialist, a .5 ELL Specialist, .5 Emergent Bilingual Teacher, a PK - 2nd grade Reading Interventionist, a 3rd-5th Grade Reading Interventionist, a PK-2nd Grade Math Interventionist, a 3rd-5th Grade Math Interventionist, an Elementary and Secondary School Emergency Relief Fund Teacher with a focus on writing support for 3rd-5th grade students, and grade level team leads. There are 8 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 diagnostian 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 2021-2022 school year was 675 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 2021-2022 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 2021-2022 school year was ninety-five percent (95.0%). This trend has been prevalent for the 2014-2015, 2015-2016, 2017-2018, 2019-2020, and 2020-2021 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
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 90.8% which is lower than the state and district average. **Root Cause:** A need for increased student engagement and positive relationship building with administration, teachers, and peers.
**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), MAP Math (kinder-5th), Circle Assessment (PK), and mCLASS for (K-2nd).

### 2021-2022 PK CIRCLE Math On Track

Pre-Kindergarten: 89%

### 2021-2022 PK CIRCLE Early Literacy On Track

Pre-Kindergarten: 54%

### 2021-2022 PK CIRCLE Letter-Sound On Track

Pre-Kindergarten: 71%

### 2021-2022 mClass At or Above

- Kindergarten - 2nd: 54%

### STAAR Reading 3 Yr Comparison (2019-22)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2019 Approaches</th>
<th>2019 Meets</th>
<th>2021 Approaches</th>
<th>2021 Meets</th>
<th>2022 Approaches</th>
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<td>16%</td>
<td>5%</td>
<td>63%</td>
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<td>Grade</td>
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<td>56%</td>
<td>22%</td>
<td>60%</td>
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Salyers Elementary  
Generated by Plan4Learning.com
### STAAR Reading 3 Yr Comparison (2019-22)

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<th>4th Grade</th>
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<td>10%</td>
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<td>68%</td>
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<th>2020</th>
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<th>Grade</th>
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<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
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###MAP Reading 2 Yr Comparison (2021, 2022)

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</tr>
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<tbody>
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<td>On/Above Grade Level: 57%</td>
<td>Below Grade Level: 43%</td>
</tr>
<tr>
<td>4th</td>
<td>On/Above Grade Level: 57%</td>
<td>Below Grade Level: 43%</td>
</tr>
<tr>
<td>5th</td>
<td>On/Above Grade Level: 51%</td>
<td>Below Grade Level: 49%</td>
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<td>3RD-5TH OVERALL</td>
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### MAP Math 2 Yr Comparison (2021, 2022)

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<th>Grade</th>
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<th>2021-2022</th>
</tr>
</thead>
<tbody>
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<td>Kindergarten</td>
<td>On/Above Grade Level: 68%</td>
<td>Below Grade Level: 32%</td>
</tr>
<tr>
<td>3rd</td>
<td>On/Above Grade Level: 62%</td>
<td>Below Grade Level: 38%</td>
</tr>
<tr>
<td>4th</td>
<td>On/Above Grade Level: 57%</td>
<td>Below Grade Level: 43%</td>
</tr>
<tr>
<td>5th</td>
<td>On/Above Grade Level: 57%</td>
<td>Below Grade Level: 43%</td>
</tr>
<tr>
<td>3RD-5TH OVERALL</td>
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</tr>
<tr>
<td>Grade</td>
<td>1st Grade</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>--------</td>
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<td>-----------</td>
</tr>
<tr>
<td></td>
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<td>63%</td>
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<tr>
<td></td>
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</table>

**TELPAS 2021-2022**

1st Grade

<table>
<thead>
<tr>
<th>Composite Rating</th>
<th>Reading Proficiency</th>
<th>Writing Proficiency</th>
<th>Speaking Proficiency</th>
<th>Listening Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>33%</td>
<td>60%</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>47%</td>
<td>27%</td>
<td>20%</td>
<td>47%</td>
</tr>
<tr>
<td>Advance</td>
<td>13%</td>
<td>7%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Advance High</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

2nd Grade

<table>
<thead>
<tr>
<th>Composite Rating</th>
<th>Reading Proficiency</th>
<th>Writing Proficiency</th>
<th>Speaking Proficiency</th>
<th>Listening Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>31%</td>
<td>54%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>46%</td>
<td>31%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>Advance</td>
<td>15%</td>
<td>15%</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>Advance High</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
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</tr>
</tbody>
</table>

3rd Grade

<table>
<thead>
<tr>
<th>Composite Rating</th>
<th>Reading Proficiency</th>
<th>Writing Proficiency</th>
<th>Speaking Proficiency</th>
<th>Listening Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>6%</td>
<td>35%</td>
<td>35%</td>
<td>24%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>41%</td>
<td>18%</td>
<td>6%</td>
<td>30%</td>
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</table>
**Student Learning Strengths**

5th Grade reading scores increased in both MAP Reading and STAAR Reading, as compared to the 2018-2019 school year.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 55% 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 not a standardized intervention time, 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):** % of our Emergent Bilingual students did not increase their language proficiency by at least one level. **Root Cause:** There was no systematic plan to address increasing the students' English Language Proficiency standards.
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 650 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. Frogrstreet 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 5 bilingual classrooms, 1 on each grade level PK-3rd grade. All students, PK-5th grade, participate in FLEX classes, which include P.E., Art, Music and Library, and Science Lab. While students are participating in FLEX classes, our teachers participate in weekly Professional Learning Community (PLC) meetings for 45-50 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 one Monday 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. We also host a monthly Rookie University for teachers with 0-1 year of experience. Rookie University is designed to provide professional development and hands-on support for new teachers.

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 formally known as Education Galaxy 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 after-school program increase and strengthen their academic vocabulary, develop conceptual strategies which aids in improving academic performance, behavior and attendance.

School Processes & Programs Strengths

Our school implements at least one family event per month. For the 2022-2023 school year, we will continue to offer a minimum of one family event per month. We have a Parent-Teacher Organization, but our PTO lacks consistent parent and teacher participation. 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, but parents would like to see more consistency across the board. According to 2021-2022 survey data, parents have 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 PAWSitivecelebrations. 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 video morning announcements which has also helped in building

Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1**: There is a lack of consistent implementation of campus procedures and many times staff does not know 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)**: There is a lack of global studies integration into our daily instructional practices. **Root Cause**: During the 2021-22 school year, the campus was in the first year of implementation of global studies.
Priority Problem Statements

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 1: 55% 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 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 6: Our current attendance rate is 90.8% which is lower than the state and district average.
Root Cause 6: A need for increased student engagement and positive relationship building with administration, teachers, and peers.
Problem Statement 6 Areas: Demographics

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 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 8: There has been a lack of fidelity in the implementation of RTI at Salyers.
Root Cause 8: There was not a standardized intervention time, 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 7: There is a lack of global studies integration into our daily instructional practices.
Root Cause 7: During the 2021-22 school year, the campus was in the first year of implementation of global studies.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: % of our Emergent Bilingual students did not increase their language proficiency by at least one level.
Root Cause 9: There was no systematic plan to address increasing the students' English Language Proficiency standards.
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 2023, 80% of students will reach at least Approaches and at least 50% will reach Meets, and 30% will reach Masters on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 3          Approaches-80%, Meets-50%, Masters-30%
Grade 4          Approaches-80%, Meets-50%, Masters-30%
Grade 5          Approaches-80%, Meets-50%, Masters-30%
Grades 3-5      Approaches-80%, Meets-50%, Masters-30%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

High Priority

Evaluation Data Sources: Campus Based Assessments
Exit Tickets
District Formative Assessments
STAAR
<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Academic Specialist</td>
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<td>Student Support Specialist</td>
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<td>Instructional Coaches</td>
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<td>Classroom Teachers</td>
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<tr>
<td>Interventionists</td>
<td></td>
</tr>
</tbody>
</table>

**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:** Student Learning 1

**Funding Sources:** Paper, Pencils, Flash Cards, Personal Whiteboards, Manipulatives, Composition Notebooks, Small Group Horseshoe Table - 211 Title I, Part A - $30,000
### Strategy 2 Details

**Strategy 2:** Campus instructional leadership team will attend the Lead4ward STAAR 2.0 training in order to implement new question types during instruction and on assessments.

- **Strategy’s Expected Result/Impact:** Students in 3rd - 5th grade STAAR campus based assessments being aligned to the new STAAR.
- **Staff Responsible for Monitoring:** Principal
  Assistant Principal
  Academic Specialist
  Instructional Coaches

#### 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 2: Effective, Well-Supported Teachers,
  - Lever 3: Positive School Culture,
  - Lever 5: Effective Instruction
- **Targeted Support Strategy**
- **Problem Statements:** Student Learning 1

#### Funding Sources:

- Lead4Ward Training - 211 Title I, Part A - $2,000

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** 55% 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 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2023, 80% of students will reach at least Approaches and at least 50% will reach Meets, and 30% will reach Masters on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 3       Approaches-80%, Meets-50%, Masters-30%
Grade 4       Approaches-80%, Meets-50%, Masters-30%
Grade 5       Approaches-80%, Meets-50%, Masters-30%
Grades 3-5    Approaches-80%, Meets-50%, Masters-30%

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

High Priority

Evaluation Data Sources: Campus Based Assessments
Exit Tickets
District Formative Assessments
STAAR
Strategy 1: The campus will focus on the use of school-wide strategies, hands-on manipulatives and differentiated activities during instruction and interventions, daily.

**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.

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.

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.

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.

**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:** Student Learning 1

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
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<td>Dec</td>
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<td>Mar</td>
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<tr>
<td>June</td>
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</tr>
</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** Math interactive notebooks will be implemented in all 3-5 grade classrooms to engage students in the content and process.

**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.

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.

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.

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.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Academic Specialist
Instructional Coaches
Classroom Teachers

- **TEA Priorities:**
  - Improve low-performing schools
- **ESF Levers:**
  - Lever 5: Effective Instruction
- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Oct</td>
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<td>Dec</td>
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<td>Mar</td>
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<td>June</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Campus #101919117</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14, 2022 12:09 PM</td>
</tr>
<tr>
<td>Strategy 3 Details</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Strategy 3:</strong> 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.</td>
</tr>
</tbody>
</table>
| **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. |            |
| **Staff Responsible for Monitoring:** Principal  
  Assistant Principal  
  Academic Specialist  
  Instructional Coaches |            |
| **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  
  - Targeted Support Strategy  
  Problem Statements: Student Learning 1 | Formative Summative |
|                  | Oct Dec Mar June             |

<table>
<thead>
<tr>
<th>Performance Objective 2 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> 55% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. <strong>Root Cause:</strong> 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.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2023, 80% of students will reach at least Approaches and at least 50% will reach Meets, and 30% will reach Masters on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 5 Approaches-80%, Meets-50%, Masters-30%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

High Priority

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

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.

**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.

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.

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.

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.

**Staff Responsible for Monitoring:** Principal

Assistant Principal
Academic Specialist
Instructional Coaches
Classroom Teachers
ESSER Science Lab Teacher

**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:** StemScopes Science Lab Materials and StemScopes Online - 211 Title I, Part A - $17,000

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>Oct</td>
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<td>Mar</td>
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<tr>
<td>June</td>
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</tbody>
</table>
Strategy 2 Details

**Strategy 2**: 100% of teachers will implement the use of STEMScopes daily to increase student conceptual understanding of grade level science concepts.

**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.

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.

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.

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.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Academic Specialist
Instructional Coaches
Classroom Teachers
ESSER Science Lab Teacher

**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:**

<table>
<thead>
<tr>
<th>Performance Objective 3 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: 55% of our 3rd-5th grade scholars did not meet the Approaches standard as measured by the STAAR Math, Reading and Science assessment. <strong>Root Cause</strong>: 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.</td>
</tr>
</tbody>
</table>

Funding Sources: Stemscopes - 211 Title I, Part A - $17,000
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

<table>
<thead>
<tr>
<th>Area</th>
<th>On Track Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>71% to 95%</td>
</tr>
<tr>
<td>Letter Sound Correspondence</td>
<td>71% to 95%</td>
</tr>
<tr>
<td>Early Writing</td>
<td>82% to 95%</td>
</tr>
</tbody>
</table>

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE BOY, MOY, EOY assessment
CIRCLE progress monitoring every three weeks
Strategy 1 Details

**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

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**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 not a standardized intervention time, 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 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math                                          89% to 95% On Track

High Priority

HB3 Goal

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 100% of teachers will provide differentiation of small group instruction to respond to student differences of readiness.</td>
<td></td>
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<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong></td>
<td>Formative</td>
</tr>
<tr>
<td>I. December Campus based assessment will have a minimum of 60% of scholars on track for literacy skills.</td>
<td>Oct</td>
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<tr>
<td>II. January MOY will have a minimum of 70% on track for literacy skills.</td>
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<tr>
<td>III. May EOY will have a minimum of 95% on track for literacy skills.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
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<tr>
<td>Assistant Principal</td>
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<td>Academic Specialist</td>
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<td>Instructional Coaches</td>
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<td>Classroom Teachers</td>
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<td>- TEA Priorities:</td>
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<td>Improve low-performing schools</td>
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<td>- ESF Levers:</td>
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<td>Lever 5: Effective Instruction</td>
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<td>- Targeted Support Strategy</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 3</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Paper, Pencils, Flash Cards, Personal Whiteboards, Manipulatives, Composition Notebooks, Small Group Horseshoe Table - 211 Title I, Part A - $20,000</td>
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</tbody>
</table>
Performance Objective 5 Problem Statements:

<table>
<thead>
<tr>
<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 3</strong>: There has been a lack of fidelity in the implementation of RTI at Salyers. <strong>Root Cause</strong>: There was not a standardized intervention time, 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.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

Grade 3 57% On/Above (2022) to 70% On/Above (2023)
Grade 4 51% On/Above (2022) to 70% On/Above (2023)
Grade 5 62% On/Above (2022) to 70% On/Above (2023)

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

**Strategy 1:** The campus will focus on 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:** Student Learning 3

<table>
<thead>
<tr>
<th>Performance Objective 6 Problem Statements:</th>
</tr>
</thead>
</table>

**Student Learning**

**Problem Statement 3:** There has been a lack of fidelity in the implementation of RTI at Salyers. **Root Cause:** There was not a standardized intervention time, 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 7: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade KG  57% On/Above (2022) to 70% On/Above (2023)
Grade 01    39% On/Above (2022) to 70% On/Above (2023)
Grade 02    28% On/Above (2022) to 70% On/Above (2023)
Grade 03    50% On/Above (2022) to 70% On/Above (2023)
Grade 04    50% On/Above (2022) to 70% On/Above (2023)
Grade 05    39% On/Above (2022) to 70% On/Above (2023)

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**

**Strategy 1:** The campus will focus on 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

- **TEA Priorities:**
  - Improve low-performing schools
- **ESF Levers:**
  - Lever 5: Effective Instruction
- **Targeted Support Strategy**

**Problem Statements:** Student Learning 3

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### Performance Objective 7 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 not a standardized intervention time, 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 2023 (EOY), 80% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 80% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

Grade KG  76% On/Above (2022) to 91% On/Above (2023)
Grade 01   43% On/Above (2022) to 65% On/Above (2023)
Grade 02   44% On/Above (2022) to 65% On/Above (2023)

High Priority
HB3 Goal

Evaluation Data Sources: mCLASS progress monitoring

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The campus will focus on small group TEKS based instruction and the use of mCLASS intervention kits for a minimum of 55 minutes per day twice a week.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> mCLASS student performance will increase in Grade KG from 76% On/Above (2022) to 91% On/Above (2023), Grade 01 from 43% On/Above (2022) to 80% On/Above (2023), Grade 02 from 44% On/Above (2022) to 80% On/Above (2023).</td>
<td></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Academic Specialist  
Student Support Specialist  
Instructional Coaches  
Classroom Teachers  
Interventionists |
| **- TEA Priorities:**  
Improve low-performing schools  
**- ESF Levers:**  
Lever 5: Effective Instruction  
**- Targeted Support Strategy** |
| **Problem Statements:** Student Learning 3  
**Funding Sources:** Paper, Pencils, Flash Cards, Personal Whiteboards, Manipulatives, Composition Notebooks, Small Group Horseshoe Table - 211 Title I, Part A - $20,000 |
<p>| | Formative | Summative |
| | Oct | Dec | Mar | June |
| No Progress | Accomplished | Continue/Modify | Discontinue |</p>
<table>
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<tr>
<th>Performance Objective 8 Problem Statements:</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 3</strong>: There has been a lack of fidelity in the implementation of RTI at Salyers. <strong>Root Cause</strong>: There was not a standardized intervention time, 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.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2023, the campus attendance rate will improve to a minimum of 93.8%.

2019 rate: 95.1%   2020 rate 96.6%   2021 rate 92.1%   2022 rate 90.8%

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

High Priority

Evaluation Data Sources: Average Daily Attendance
Monthly Attendance Committee meetings

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: The campus will coordinate monthly attendance incentives for all grade levels PK-5.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: The attendance rate will increase to 93.8%.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, Assistant Principal, Classroom Teachers, Attendance Clerk, Counselors</td>
<td></td>
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<tr>
<td>- TEA Priorities:</td>
<td></td>
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<tr>
<td>Improve low-performing schools</td>
<td></td>
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<tr>
<td>- ESF Levers:</td>
<td></td>
</tr>
<tr>
<td>Lever 3: Positive School Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Demographics 2</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Monthly Incentives from Oriental Trading, Sam's, etc. - 211 Title I, Part A - $15,000</td>
<td></td>
</tr>
</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** The campus will develop a Welcome committee for all new students to build positive relationships.

| Staff Responsible for Monitoring: | Principal  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Attendance Clerk</td>
<td></td>
</tr>
<tr>
<td>Counselors</td>
<td></td>
</tr>
</tbody>
</table>

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

**Strategy's Expected Result/Impact:** The attendance rate will increase to 93.8%.

**Problem Statements:** Demographics 2

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

### Strategy 3 Details

**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 2

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

### Performance Objective 9 Problem Statements:

**Problem Statement 2:** Our current attendance rate is 90.8% which is lower than the state and district average. **Root Cause:** A need for increased student engagement and positive relationship building with administration, teachers, and peers.
Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

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

High Priority

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: The campus will budget for a 0.5 EB teacher to address increasing the language proficiency levels.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: 100% of Emergent Bilingual students will increase by a minimum of one proficiency level on the End of Year TELPAS assessment.</td>
<td>Oct</td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring**: Principal
  Assistant Principal
  Academic Specialist
  EB Teacher | Funding Sources: Emergent Bilingual Teacher - 211 Title I, Part A - $35,000 | |
| - 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 4 | |
| Funding Sources: Emergent Bilingual Teacher - 211 Title I, Part A - $35,000 | |
Strategy 2 Details

**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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:**
- Demographics 1 - Student Learning 1 - School Processes & Programs 3

**Funding Sources:**
- Global Studies Materials including books, Oriental trading materials, etc. - 211 Title I, Part A
- $5,000

---

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:** 55% 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:** % of our Emergent Bilingual students did not increase their language proficiency by at least one level. **Root Cause:** There was no systematic plan to address increasing the students' English Language Proficiency standards.

**School Processes & Programs**

**Problem Statement 3:** There is a lack of global studies integration into our daily instructional practices. **Root Cause:** During the 2021-22 school year, the campus was in the first year of implementation of global studies.
Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

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

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>

  **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

  - 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:** School Processes & Programs 3 - Perceptions 2

Performance Objective 1 Problem Statements:

**Problem Statement 3:** There is a lack of global studies integration into our daily instructional practices. **Root Cause:** During the 2021-22 school year, the campus was in the first year of implementation of global studies.
<table>
<thead>
<tr>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> Parents feel that school-wide there is a lack of high academic expectations and effective disciplinary procedures. <strong>Root Cause:</strong> There are inconsistencies in communication and implementation of academic interventions and discipline.</td>
</tr>
</tbody>
</table>
Goal 4: WELL-BEING—Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: Quaver Weekly Usage Report  
Fidelity Walks

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Improved relationships between all stakeholders and discipline referrals will decrease by 50% by May 2023.</td>
<td>Oct</td>
</tr>
</tbody>
</table>
| 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: Demographics 1, 2 - School Processes & Programs 2 | | | | |
### Strategy 2 Details

**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:**  

- **Targeted Support Strategy**

**Problem Statements:** Perceptions 1

**Funding Sources:** Region 4 Assistant Principal Conference - 211 Title I, Part A

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<th>Formative</th>
<th>Summative</th>
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<td>Mar</td>
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<tr>
<td>June</td>
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### Strategy 3 Details

**Strategy 3:** Students and staff will be enrolled in the Peer Mediation Program to learn strategies for peaceful conflict resolution at all ages.

**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  
Counselors  
Classroom Teachers

- **TEA Priorities:**  
  Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**  
  Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

- **Targeted Support Strategy**

**Problem Statements:** Demographics 2 - School Processes & Programs 2 - Perceptions 1

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<tr>
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<td>Oct</td>
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<td>Mar</td>
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<tr>
<td>June</td>
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</tbody>
</table>
Strategy 4: 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:**

**- Targeted Support Strategy**

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

---

**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.

**Problem Statement 2:** Our current attendance rate is 90.8% which is lower than the state and district average. **Root Cause:** A need for increased student engagement and positive relationship building with administration, teachers, and peers.

**Student Learning**

**Problem Statement 1:** 55% 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.

**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.

**Perceptions**

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

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

**Evaluation Data Sources:** Sign-in sheets
Parent Feedback Forms

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The campus will participate in the Success Walk, once in the fall and once in the Spring to target at-risk students.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will be exposed to academics which will increase academic achievement.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Academic Specialist</td>
<td></td>
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<tr>
<td>Counselor</td>
<td></td>
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<tr>
<td>Student Support Specialist</td>
<td></td>
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<tr>
<td>Instructional Coaches</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 1 - Perceptions 2</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> The principal will invite the _______ business partners to the Fall Carnival to have a booth or make a donation to the Fall Carnival.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> We will increase the participant count by 10 people with each meeting and/or community event. In addition, the school will engage in survey results data and survey results will show that volunteers want to participate in more volunteer events.</td>
<td>Oct</td>
</tr>
<tr>
<td>I. By October, there will be a minimum of 50 volunteers registered.</td>
<td></td>
</tr>
<tr>
<td>II. By January, there will be a minimum of 20 volunteers that come in to volunteer in the ....</td>
<td></td>
</tr>
<tr>
<td>III. By May, there will be ___________</td>
<td></td>
</tr>
</tbody>
</table>

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.

### Perceptions

**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.
**Goal 6:** LEADERSHIP-Identify and support all leaders across every level of the organization

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

- **High Priority**
- **Evaluation Data Sources:** Eduphoria Transcripts

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** The campus will send teachers bi-weekly reminders for upcoming passport PDs to ensure the passport is complete.  
  **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  
  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.  
  **Staff Responsible for Monitoring:** Principal 
  Assistant Principal 
  Instructional Coaches 
  Classroom Teachers  
  **Title I:**  
  2.4, 2.5, 2.6  
  - **TEA Priorities:**  
    Improve low-performing schools  
  - **ESF Levers:**  
    Lever 5: Effective Instruction  
  **Problem Statements:** Perceptions 1 | **Formative** | **Summative** |
| | Oct | Dec | Mar | June |

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 2:** The campus leaders will conduct instructional rounds and campus fidelity walks based on the Assistant Superintendent of SpringWay systems and routines to observe evidence of application of professional development.  
  **Strategy’s Expected Result/Impact:** I. By October 100% of teachers will have evidence of full implementation | **Formative** | **Summative** |
| | Oct | Dec | Mar | June |
of SpringWay Systems and routines including Strong Start and Threshold.

II. No Progress

Problem Statements:

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perceptions</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> Lack of collaborative problem-solving amongst all stakeholders in order to cultivate high expectations. <strong>Root Cause:</strong> No clear sense of purpose nor common goal shared between administrators and teachers.</td>
</tr>
</tbody>
</table>

- No Progress
- Accomplished
- Continue/Modify
- Discontinue
Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved 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 2021-2022 spring semester (January 2023-July 2023).

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Describe how we put the CIP together. Did I write it and bring a team up.

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. Annual Evaluation

3.1: Annually evaluate the schoolwide plan
The Campus Improvement Plan is evaluated 4 times annually including: fall, winter, spring, and the summer.

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

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.
## 211 Title I, Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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<td>Paper, Pencils, Flash Cards, Personal Whiteboards, Manipulatives, Composition Notebooks, Small Group Horseshoe Table</td>
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<td>Lead4Ward Training</td>
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<td>StemScopes Science Lab Materials and StemScopes Online</td>
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<td>Monthly Incentives from Oriental Trading, Sam's, etc.</td>
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<tr>
<td>2</td>
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<td>1</td>
<td>Emergent Bilingual Teacher</td>
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<td>$35,000.00</td>
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<td>2</td>
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<td>Global Studies Materials including books, Oriental trading materials, etc.</td>
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<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Region 4 Assistant Principal Conference</td>
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### Budgeted Fund Source Amount

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### +/- Difference

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<td>+/- Difference</td>
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### Grand Total Budgeted

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### Grand Total Spent

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### +/- Difference

| +/- Difference | $0.00       |