

Spring Independent School District
Winship Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to provide engaging learning opportunities that encourage academic and social growth for each student in a nurturing environment with community support.

Vision

Every child at Winship Elementary will leave our school achieving at his or her highest level possible.

Core Beliefs

The Springway 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

Revised/Approved: September 26, 2023

Demographics

Demographics Summary

Winship Elementary is named after district leader John A. Winship. Winship Elementary School has a diverse student population which is composed of the following subgroups: Hispanic (47%), White (21%), African American (28%), Asian (2%), Multirace (1%), American Indian (.5%), and Native Hawaiian (.5%). The campus has become more racially and ethnically diverse since the 1970's. There are currently 502 students enrolled. The campus has 39 students who are being served as English Language Learners. The learning community is serving 54 students under the 504 program, while 36 are represented in the Gifted and Talented program. Our special education program encompasses 50 students. Although a portion of our population is ambulatory (14%), we have been able to sustain consistency in the number of students who remain enrolled for a significant portion of the school year. Our school supports our economically disadvantaged population (71%) which is an increase from the previous year, as well as our at-risk population (32%). The average mobility rate is 19%. The campus is a neighborhood school. The average daily attendance for the 2022-23 year was 94.14%.

During the Spring semester of 2021, we learned that there was a high need for "hot spots" for families residing more than 1.5 miles from the campus. Based on our documentation, the technology department provided 12% of the campus "hot spots" to families who lived the furthest from the campus.

The latest TAPR report indicates that most teachers at Winship Elementary have between 5-8 years of experience in the classroom. The next largest group is teachers with 0-2 years of experience. Most of our teaching staff (68%) earned a bachelor's degree at a public university in the state. We host 1-2 student teachers from local universities each semester. As the teaching staff becomes more experienced or our attrition rates increase, we may need to consider recruiting regionally or outside of the state at a higher level.

Demographics Strengths

Among our greatest strengths is the diversity of the student body. We have a meaningful partnership with our PTO who sponsors many school events throughout the year. The purpose for the events is to build community and learn from one another. We should ensure that we have wider representation as our student body becomes more diverse.

Another strength at Winship Elementary, in contrast to many of our neighboring elementary schools, is that the majority of our teachers have already taught 5-8 years. Survey data from our staff seems to indicate that the Mentoring Program has decreased our teacher attrition rate based on survey data collected since 2017.

Though Winship Elementary does not need many substitutes, we connect with retired teachers who are willing to join our "sub pool" to afford our scholars to have a certified replacement when a teacher is absent.

Goal (PK CIRCLE READING):

For the 2023-24 school year, Winship Elementary will increase Pre-Kindergarten "On Track" mastery the following areas: (ENGLISH) **Phonological Awareness** 90% to 95%; **Early Writing** 82% to 90%; and **Letter-Sound Correspondence** 95% to 98%.

Goal (K-2 mCLASS READING):

For the 2023-24 school year, Winship Elementary will increase mClass Reading in the following grade levels:

ENGLISH:

- **Kindergarten** – 70% to 75% “At or Above Benchmark” as measured by EOY mClass.
- **First** – 65% to 70% “At or Above Benchmark” as measured by EOY mClass.
- **Second** - 83% to 88% “At or Above Benchmark” as measured by EOY mClass.

Goal (MAP READING):

For the 2023-24 school year, Winship Elementary will increase their overall **MAP Reading** from

- 3rd Grade – 57% to 65% on or above grade level as measured by EOY MAP Reading.
- 4th Grade – 74% to 80% on or above grade level as measured by EOY MAP Reading.
- 5th Grade – 67% to 75% on or above grade level as measured by EOY MAP Reading.

Goal (MAP MATH):

For the 2023-24 school year, Winship Elementary will increase their overall **MAP Math** from

- 3rd Grade – 67% to 75% on or above grade level as measured by EOY MAP Math.
- 4th Grade – 71% to 78% on or above grade level as measured by EOY MAP Math.
- 5th Grade – 65% to 75% on or above grade level as measured by EOY MAP Math.

Goal (PK CIRCLE MATH):

For the 2023-24 school year, Winship Elementary will increase Pre-Kindergarten “On Track” mastery in Math from (ENGLISH) 88% to 93%.

ADA Goals

For the 2023-24 school year, Winship Elementary School will increase their overall student attendance ratings by 1.5% from 95.49% to 96.99%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning

through focused academic interventions.

Problem Statement 2 (Prioritized): Teachers struggle developing intervention strategies for students who enter the campus later in the school term. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.

Problem Statement 3 (Prioritized): STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. **Root Cause:** Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

Problem Statement 4 (Prioritized): Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. **Root Cause:** It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

Problem Statement 5 (Prioritized): Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

Problem Statement 6 (Prioritized): Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

Problem Statement 7 (Prioritized): There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). **Root Cause:** Parent email address have not been updated to support a significant increase in participation.

Problem Statement 8 (Prioritized): Parent participation in academic meetings and trainings has been low and/or inconsistent. **Root Cause:** Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in three domains. STAAR reports indicate that Winship Elementary met all domain targets for the 2023-24:

- Domain 1: Student Achievement - 84
- Domain 2A: Student Progress (Academic Growth) - 92
- Domain 3: Closing the Gaps - 91
- Total Score - 92

As a result of these scores, Winship Elementary received a 2023 Texas Accountability Met Standard rating. Our overall campus instructional strengths are in the areas of Math, Reading, and Science. While the campus is showing overall growth, the amount of growth among the SPED students is not equal. This will be a focus for the campus next year. To address the gaps in performance, the campus has analyzed scores for each student and by each standard. These students will be targeted for intervention and PLC's will be intentional in addressing SPED data and student needs.

ELA/Writing Goals (All STAAR Contents 80% Meets and 40% Masters for GT)

Goal (3-8 STAAR READING/WRITING):

For the 2023-24 school year, Winship Elementary will increase their overall “Meets” ratings in **ELAR** from 70% to 80%; and GT 28% to 45% “Masters” as measured by EOY **ELAR** STAAR.

Goal (PK CIRCLE READING):

For the 2023-24 school year, Winship Elementary will increase Pre-Kindergarten “On Track” mastery the following areas: (ENGLISH) **Phonological Awareness** 90% to 95%; **Early Writing** 82% to 90%; and **Letter-Sound Correspondence** 95% to 98%.

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For the 2023-24 school year, Winship Elementary will increase mClass Reading in the following grade levels:

ENGLISH:

- **Kindergarten** – 70% to 75% “At or Above Benchmark” as measured by EOY mClass.
- **First** – 65% to 75% “At or Above Benchmark” as measured by EOY mClass.
- **Second** - 83% to 89% “At or Above Benchmark” as measured by EOY mClass.

Goal (MAP READING):

For the 2023-24 school year, Winship Elementary will increase their overall **MAP Reading** from

- 3rd Grade – 57% to 80% on or above grade level as measured by EOY MAP Reading.
- 4th Grade – 74% to 80% on or above grade level as measured by EOY MAP Reading.
- 5th Grade – 67% to 80% on or above grade level as measured by EOY MAP Reading.

Math/Science Goals - (All STAAR Contents 80 % Meets and 40% Masters for GT)

Goal (STAAR MATH):

For the 2023-24 school year, Winship Elementary will increase their overall “Meets” ratings in **Math** from 46% to 80%. In addition, overall GT 32% to 45% “Masters” as measured by EOY Math STAAR.

Goal (MAP MATH):

For the 2023-24 school year, Winship Elementary will increase their overall **MAP Math** from

- 3rd Grade – 67% to 80% on or above grade level as measured by EOY MAP Math.
- 4th Grade – 71% to 80% on or above grade level as measured by EOY MAP Math.
- 5th Grade – 65% to 80% on or above grade level as measured by EOY MAP Math.

Goal (PK CIRCLE MATH):

For the 2023-24 school year, Winship Elementary will increase Pre-Kindergarten “On Track” mastery in Math from (ENGLISH) 88% to 90%.

Goal (STAAR SCIENCE):

For the 2023-24 school year, Winship Elementary will increase their overall “Meets” ratings in **Science** from 32% to 80%. In addition, overall GT 18% to 45% “Masters” as measured by EOY Science STAAR.

ADA Goals

For the 2023-24 school year, Winship Elementary School will increase their overall student attendance ratings by 1.5% from 94.14% to 95.64%

Student Learning Strengths

- Student success in 3rd and 5th grade is attributed to highly qualified teams which implement our intervention period rotation with fidelity.
- Our overall math scores increased from 81% to 88%.

- Our overall reading scores increased from 74% to 79%.
- Our overall science scores increased from 72% to 82%.

ELA/Writing Goals (All STAAR Contents 80% Meets and 40% Masters for GT)

Goal (3-8 STAAR READING/WRITING):

For the 2023-24 school year, Winship Elementary will increase their overall “Meets” ratings in **ELAR** from 42% to 80%; and GT 28% to 45% “Masters” as measured by EOY **ELAR** STAAR.

Goal (PK CIRCLE READING):

For the 2023-24 school year, Winship Elementary will increase Pre-Kindergarten “On Track” mastery the following areas: (ENGLISH) **Phonological Awareness** 90% to 95%; **Early Writing** 82% to 90%; and **Letter-Sound Correspondence** 95% to 98%.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. **Root Cause:** Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

Problem Statement 2 (Prioritized): Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. **Root Cause:** It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

Problem Statement 3 (Prioritized): SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

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School Processes & Programs

School Processes & Programs Summary

- Winship Elementary employs 34 Teachers, 5 Professional Support and 5 Educational Aides.
- Faculty and staff members are highly qualified.
- All but five staff members are ESL-certified.
- The district hires a Student Support Specialist for every campus. This person leads the committee and conducts campus decision point meetings every six weeks to discuss the documented progress of each student.
- We have established our campus committees around HB5 domains to ensure the implementation of the categories in each domain for compliance.
- Our district has funded a full-time Literacy Coach and Math Coach for every campus. Weekly grade-level PLCs are held with an administrator and an Instructional Coach or Intervention Specialist.
- Student decision-point meetings are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student goes through the RtI process.
- Special Education Programs implemented at Winship include: 1 Resource/Inclusion Teachers, 1 Speech Therapist, 1 SILC Classroom, 2 CASE Classrooms, 1 ECSE Classroom, and one Adaptive Behavior Classroom.

School Processes & Programs Strengths

- RtI is being utilized effectively with students being referred to appropriate special populations.
- The staff is highly effective in interpreting common assessment data to drive instructional decisions.
- The staff values professional development and seeks opportunities to participate in staff development inside and outside of the district.
- Grade-level PLC's strengthen instruction through the alignment of the curriculum, lesson plans, and instructional calendar.
- Teachers accommodate special populations with more time and individualized instructional plans.

Problem Statements Identifying School Processes & Programs Needs

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Perceptions

Perceptions Summary

Winship Elementary will celebrate its 50th anniversary since opening in 1972. We have created a culture of family and team support. We believe that teachers need to have a passion for working with children. We value coaching teachers so that they grow professionally and deliver effective instruction. We believe that all children can learn, but not in the same way. We do our best to have students experience some form of success every day. We want our children and families to feel that Winship is their home and this is where they belong. Our campus is driven by data, and we do what is best for ALL students as we monitor systems, expectations, instruction, achievement and follow-through. If there are areas of concern, we have been trained in the implementation of the Continuous Improvement Process to reflect, consult, plan and act. We have built a culture where all teachers believe all students can learn and achieve, and students know they are valued and loved.

Our campus has a strong focus on health and wellness. Our students are scheduled for physical education class and structured recess. We participate in activities held in the community such as Jump Rope for Hearts, Be Fit NFL Challenge, Play 60 Challenge and Dynamo Fit 4 Kids. Compliance with state immunization standards is at 100%.

Winship Elementary is very intentional in establishing a family-friendly school environment. Our district has provided funds to every campus to identify a Parent Liason to help strengthen connections between home and school. Our PTA Board has effectively planned for growth in PTA membership and participation for the 2023-24 academic year. Winship's routines include sending home a Tuesday Folder every week. We take pride in the fact that parents and district visitors report our office staff is friendly and accommodating; and our ambience is warm and inviting.

Perceptions Strengths

School Quality Survey results indicate:

- Comparing 2021-22 and 2022-23 overall parent and staff satisfaction, there has been growth in the areas of: Academic Support, Student Support, School Leadership, Family Involvement and Safety & Behavior.
- 61% of parents rate the overall quality of our school as Excellent and 32% gave a rating of Good.
- 96% of our parents believe school encourages families to volunteer.
- 92% of our parents say our school has high learning standards for all students, up from last year 86%, as well as students being challenged by their schoolwork.
- 97% of staff feel the school's learning standards and expectations are clearly explained to students and that Administrators clearly communicate the school mission and vision.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). **Root Cause:** Parent email address have not been updated to support a significant increase in participation.

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Problem Statement 7 (Prioritized): Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

Problem Statement 8 (Prioritized): Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

Priority Problem Statements

Problem Statement 1: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.).

Root Cause 1: Parent email address have not been updated to support a significant increase in participation.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science.

Root Cause 2: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year.

Root Cause 3: There number of district initiatives/professional expectations are increasing.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term.

Root Cause 4: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts.

Root Cause 5: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Parent participation in academic meetings and trainings has been low and/or inconsistent.

Root Cause 6: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science.

Root Cause 7: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth.

Root Cause 8: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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


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






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

Performance Level 2023 % 2024 %

| | | | |
|------------|-----|----|-----|
| Approaches | 78% | to | 81% |
| Meets | 44% | to | 47% |
| Masters | 14% | to | 17% |

Evaluation Data Sources: STAAR, Campus-based Assessments, Benchmark Assessments, DRAs, MAP Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Teachers in grades 3-5 will receive staff development on how to effectively utilize a variety of reading assessments to monitor student progress and provide targeted instruction to promote student growth in reading.</p> <p>Strategy's Expected Result/Impact: By June 2024, 90% of students will reach at least Approaches and at least 60% will reach Meets on the Spring 2024 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2024, 40% of GT students will reach the Masters level on the Spring 2024 STAAR Reading (3rd-5th) assessment. By June 2024, the achievement gap between student groups will decrease.</p> <p>Staff Responsible for Monitoring: Administrators, ELAR Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: Computers/Printers/Chromebooks for Students - 211 Title I, Part A - 6397 - \$1,000, Staff Travel Fees - 211 Title I, Part A - 211 - \$500, Staff Travel Fees - 211 Title I, Part A - 6411 - \$500, General Supplies - 199 General Fund - 6399 - \$2,912</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 2: Through continued participation in the district's Reading Academy cohort, campus cohort members will participate in trainings and develop training for staff in effective instructional practices to promote student growth in reading. Strategy's Expected Result/Impact: By June 2024, 90% of students will reach at least Approaches and at least 60% will reach Meets on the Spring 2024 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2024, 40% of GT students will reach the Masters level on the Spring 2024 STAAR Reading (3rd-5th) assessment. By June 2024, the achievement gap between student groups will decrease. Staff Responsible for Monitoring: Administrators, ELAR Coach Title I: 2.4, 2.5, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Instructional Materials - 211 Title I, Part A - 6321 - \$8,000, Supplemental Pay-Professionals - 199 State SCE - State Compensatory Education (PIC - 6118 - \$5,000, General Supplies - 199 State SCE - State Compensatory Education (PIC - 6399 - \$500, Library Books - 199 General Fund - 6325.35 - \$4,875 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions. |
| Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term. |
| Problem Statement 3: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing. |
| Problem Statement 4: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity. |
| Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/ professional expectations are increasing. |
| Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5. |

| Demographics |
|--|
| <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |
| Student Learning |
| <p>Problem Statement 1: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 2: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 2: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 5: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 6: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> |

School Processes & Programs

Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). **Root Cause:** Parent email address have not been updated to support a significant increase in participation.

Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. **Root Cause:** Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

Perceptions

Problem Statement 1: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). **Root Cause:** Parent email address have not been updated to support a significant increase in participation.

Problem Statement 2: Parent participation in academic meetings and trainings has been low and/or inconsistent. **Root Cause:** Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.

Problem Statement 5: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. **Root Cause:** Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

Problem Statement 6: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. **Root Cause:** It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

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Problem Statement 8: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

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 | 71% | to | 74% |
| Meets | 34% | to | 37% |
| Masters | 10% | to | 13% |

Evaluation Data Sources: STAAR, Campus-based Assessments, Benchmark Assessments, MAP Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Teachers in grades 3-5 will receive staff development on how to effectively utilize a variety of math assessments to monitor student progress and provide targeted instruction to promote student growth in math.</p> <p>Strategy's Expected Result/Impact: By June 2024, 90% of students will reach at least Approaches and at least 60% will reach Meets on the Spring 2024 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2024, 40% of GT students will reach the Masters level on the Spring 2024 STAAR Math (3rd-5th) assessment. By June 2024, the achievement gap between student groups will decrease.</p> <p>Staff Responsible for Monitoring: Administrators, Math Coach</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Computers/Printers - 211 Title I, Part A - 6397 - \$12,000, Staff Travel Fees - 211 Title I, Part A - 6411 - \$500, Staff Travel - 211 Title I, Part A - 6299 - \$500, General Supplies - 199 General Fund - 6399 - \$4,544</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 2: Through continued participation in the district's Eureka Math cohort, campus cohort members will participate in trainings and develop training for staff in effective instructional practices to promote student growth in math. Strategy's Expected Result/Impact: By June 2024, 90% of students will reach at least Approaches and at least 60% will reach Meets on the Spring 2024 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2024, 40% of GT students will reach the Masters level on the Spring 2024 STAAR Math (3rd-5th) assessment. By June 2024, the achievement gap between student groups will decrease. Staff Responsible for Monitoring: Administrators, Math Coach Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Tutorial Salary - 199 State SCE - State Compensatory Education (PIC - 6118.TU - \$5,000, General Supplies - 199 General Fund - 6399 - \$500, Instructional Materials - 211 Title I, Part A - 6321 - \$6,007 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  | | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 3: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 4: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/ professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |

Student Learning

Problem Statement 1: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. **Root Cause:** Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

Problem Statement 2: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. **Root Cause:** It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.

Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

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Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. **Root Cause:** Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

School Processes & Programs

Problem Statement 1: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

Problem Statement 2: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.

Problem Statement 5: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. **Root Cause:** Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

Problem Statement 6: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. **Root Cause:** It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). **Root Cause:** Parent email address have not been updated to support a significant increase in participation.

Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. **Root Cause:** Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

Perceptions

Problem Statement 1: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). **Root Cause:** Parent email address have not been updated to support a significant increase in participation.

Problem Statement 2: Parent participation in academic meetings and trainings has been low and/or inconsistent. **Root Cause:** Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.

Problem Statement 5: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. **Root Cause:** Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

Problem Statement 6: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. **Root Cause:** It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

Problem Statement 7: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

Problem Statement 8: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

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

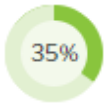
Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.






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 | 38% | to | 41% |
| Meets | 13% | to | 16% |
| Masters | 1% | to | 4% |

Evaluation Data Sources: STAAR, Campus-based Assessments, Benchmark Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Grade 3-5 science teachers will attend professional development in the summer to support vocabulary development and science discourse through student discussion. Strategy's Expected Result/Impact: By June 2024, 90% of 5th grade students will reach at least Approaches and at least 60% will reach Meets on the Spring 2024 STAAR Science assessment. Additionally, by June 2024, 40% of GT students will reach the Masters level on the Spring 2024 STAAR Science assessment. By June 2024, the achievement gap between student groups will decrease. Staff Responsible for Monitoring: Administrators, Science Team Leader Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Computers/Printers - 211 Title I, Part A - 6397 - \$12,813, General Supplies - 199 General Fund - 6399 - \$3,380 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy 2: Grade 3-5 teachers will attend Forde-Ferrier Science professional development during the school term. Strategy's Expected Result/Impact: By June 2024, 90% of 5th grade students will reach at least Approaches and at least 60% will reach Meets on the Spring 2024 STAAR Science assessment. Additionally, by June 2024, 40% of GT students will reach the Masters level on the Spring 2024 STAAR Science assessment. By June 2024, the achievement gap between student groups will decrease. Staff Responsible for Monitoring: Administrators, Science Team Leader Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: General Supplies - 199 State SCE - State Compensatory Education (PIC - 6399 - \$1,000 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  | | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 3: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 4: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> |

| Demographics |
|--|
| <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |
| Student Learning |
| <p>Problem Statement 1: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 2: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |
| School Processes & Programs |
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School Processes & Programs

Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. **Root Cause:** Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

Perceptions

Problem Statement 1: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). **Root Cause:** Parent email address have not been updated to support a significant increase in participation.

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Problem Statement 7: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

Problem Statement 8: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.






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 | 92% |
| Letter-Sound Correspondence | 100% |
| Early Writing | 92% |

HB3 Goal

Evaluation Data Sources: CLI Engage/CIRCLE

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Pre-kindergarten students will utilize the Frog Street curriculum to increase phonological awareness, letter/sound correspondence, and early writing. Strategy's Expected Result/Impact: By June 2024 (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 2024, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2023 Wave 3 performance. (Example: 70% to 80%) Staff Responsible for Monitoring: Administrators/Pre-K Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Instructional Materials - 211 Title I, Part A - 6321 - \$250 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.

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Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

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Student Learning

Problem Statement 1: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. **Root Cause:** Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

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School Processes & Programs

Problem Statement 1: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/ professional expectations are increasing.

Problem Statement 2: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

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






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

2023 Percentage

Overall Math 95%

HB3 Goal

Evaluation Data Sources: CLI Engage/CIRCLE

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 1: Pre-kindergarten students will utilize Frog Street curriculum to increase on-target performance in math.</p> <p>Strategy's Expected Result/Impact: By June 2024 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2024, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2023 Wave 3 performance. (Example: 70% to 80%)</p> <p>Staff Responsible for Monitoring: Administrators, Pre-K teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: Instructional Materials - 211 Title I, Part A - 6321 - \$250</p> |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 5 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> |

| Demographics |
|--|
| <p>Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 3: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 4: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |
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| <p>Problem Statement 1: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 2: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> |

School Processes & Programs

Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

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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: 50%

Evaluation Data Sources: MAP Assessments

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Students in grades 3-5 will utilize the AMPLIFY core curriculum to build reading knowledge, academic vocabulary, and text analysis. Strategy's Expected Result/Impact: By June 2024 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2024, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2023 EOY performance. (Example 50% to 70%) Staff Responsible for Monitoring: Administrators, SSS, DLC-Literacy, Literacy Interventionist Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Instructional Materials - 211 Title I, Part A - 6321 - \$1,000, General Supplies - 199 General Fund - 6399 - \$2,835, Computers/Scanners/Printers - 211 Title I, Part A - 6397 - \$15,000, General Supplies - 211 Title I, Part A - 6399 - \$2,000 | Formative | | | Summative |
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| <div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div> | | | | |

Performance Objective 6 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> |

Demographics

Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.

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Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

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School Processes & Programs

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School Processes & Programs

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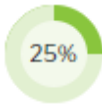
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Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

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: 49%

HB3 Goal
Evaluation Data Sources: MAP Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Students in K-5 will utilize the Eureka Math core curriculum to increase math proficiency. Strategy's Expected Result/Impact: By June 2024 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2024, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2023 EOY performance. (Example 50% to 70%) Staff Responsible for Monitoring: Administrators, Math Coach, Math Interventionists, Grades K-5 Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Instructional Materials - 211 Title I, Part A - 6321 - \$3,000, Computers/Printers/Scanners - 211 Title I, Part A - 6397 - \$10,000, General Supplies - 211 Title I, Part A - 6399 - \$2,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 2: Students in grades K-5 will utilize Lone Star Math and StemScopes Math for differentiation, intervention, and acceleration to decrease the achievement gaps. Strategy's Expected Result/Impact: By June 2024 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2024, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2023 EOY performance. (Example 50% to 70%) Staff Responsible for Monitoring: Administrators, Math Coach, Math Interventionists, Grades K-5 Teachers Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Instructional Materials - 211 Title I, Part A - 6321 - \$10,000, General Supplies - 199 General Fund - 6399 - \$2,835 | | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 7 Problem Statements:

| Demographics |
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| <p>Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 3: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 4: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |
| Student Learning |
| <p>Problem Statement 1: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> |

Student Learning

Problem Statement 2: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. **Root Cause:** It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

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School Processes & Programs

Problem Statement 1: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

Problem Statement 2: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

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Perceptions

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Problem Statement 8: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.


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: 65%

HB3 Goal

Evaluation Data Sources: mCLASS Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Students in grades K-2 will utilize the AMPLIFY core curriculum to build reading knowledge, academic vocabulary, and text analysis.</p> <p>Strategy's Expected Result/Impact: By June 2024 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2024, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2023 EOY performance. (Example 49% to 64%)</p> <p>Staff Responsible for Monitoring: Administrators, DLC-Literacy, LLI Interventionist, Grades K-2 Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: General Supplies - 211 Title I, Part A - 6399 - \$2,000</p> | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy 2: Grades K-2 teachers and interventionists will utilize the mCLASS intervention system to provide 50 hours of differentiation, intervention, and acceleration to decrease achievement gaps. Strategy's Expected Result/Impact: By June 2024 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2024, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2023 EOY performance. (Example 49% to 64%) Staff Responsible for Monitoring: Administrators, DLC-Literacy, LLI Interventionists, Grades K-2 Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: General Supplies - 211 Title I, Part A - 6399 - \$2,000 | | Formative | | | Summative |
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| | |  | | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 8 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 3: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 4: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> |

| Demographics |
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| <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |
| Student Learning |
| <p>Problem Statement 1: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 2: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |
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| <p>Problem Statement 1: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/professional expectations are increasing.</p> <p>Problem Statement 2: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 3: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 4: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 5: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 6: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> |

School Processes & Programs

Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. **Root Cause:** Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.

Perceptions

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Problem Statement 8: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. **Root Cause:** Instructional focus, attention, and support is primarily given to teachers in grades 3-5.

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

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

2023 Attendance Rate: 94.4%

Evaluation Data Sources: ADA Reports

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: In August, a Town Hall will be conducted for parents to review expectations pertaining to student attendance. Parents will be required to sign an attendance contract for the 2023-24 term. Strategy's Expected Result/Impact: By June 2024, the campus attendance rate will improve to a minimum of 96.0%. Staff Responsible for Monitoring: Administrators, Counselor, Attendance Clerk Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: General Supplies - 211 Title I, Part A - 6399 - \$1,000 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: For the 2023-24 school term, an administrator and/or counselor will conduct weekly parent meetings for students who have attendance concerns. Strategy's Expected Result/Impact: By June 2024, the campus attendance rate will improve to a minimum of 98.0%. Staff Responsible for Monitoring: Administrators, Counselor, Attendance Clerk Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: General Supplies - 199 General Fund - 6399 - \$330 | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 9 Problem Statements:

Demographics

Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. **Root Cause:** SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.

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School Processes & Programs

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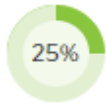
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Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

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

Evaluation Data Sources: mClass, Eureka, and AMPLIFY assessment reports

| Strategy 1 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 1: Grades K-5 teachers and interventionists will utilize the mClass intervention system to provide differentiation, intervention, and acceleration of our ESL, SPED, and GT students. Strategy's Expected Result/Impact: By June 2024, achievement gaps between student groups will be decreased. Staff Responsible for Monitoring: Administrators, Interventionists, Grades K-5 Teachers Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Instructional Materials - 211 Title I, Part A - 6321 - \$3,000 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Students in grades K-5 will utilize Lone Star Math and StemScopes Math for differentiation, intervention, and acceleration of our ESL, SPED, and GT students. Strategy's Expected Result/Impact: By June 2024, achievement gaps between student groups will be decreased. Staff Responsible for Monitoring: Administrators, Interventionists, Grades K-5 Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Instructional Materials - 211 Title I, Part A - 6321 - \$5,280 | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 3: Students in grades K-5 will be provided physical activity through physical education for a minimum of 135 minutes weekly. Strategy's Expected Result/Impact: By June 2024, achievement gaps between student groups will be decreased. Staff Responsible for Monitoring: Administrators, PE Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  | | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 1 Problem Statements:

| Demographics |
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| <p>Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 3: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 4: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> <p>Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. Root Cause: There number of district initiatives/ professional expectations are increasing.</p> <p>Problem Statement 6: Teachers in grades K-2 need additional training to ensure primary students have a solid grasp of literacy and mathematical concepts. Root Cause: Instructional focus, attention, and support is primarily given to teachers in grades 3-5.</p> <p>Problem Statement 7: There was significant increase in parent participation on the School Quality Survey (42 parents in 2021-22 to 139 parents in 2022-23); however, we did not meet our target of 60% participation.). Root Cause: Parent email address have not been updated to support a significant increase in participation.</p> <p>Problem Statement 8: Parent participation in academic meetings and trainings has been low and/or inconsistent. Root Cause: Parents may not have the time or see the value in what is being present to fully participate in these academic meetings and trainings.</p> |

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

Performance Objective 2: 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 mathematics.

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 80% rate .

Evaluation Data Sources: Surveys

| Strategy 1 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 1: During the 2023-24 school term, we will have three Town Hall meetings for parents to review instructional practices, assessments, and grades. Strategy's Expected Result/Impact: By June 2024, 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. Staff Responsible for Monitoring: Administrators, Counselor, Interventionists, Grades K-5 Teachers Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Parental Involvement Supplies - 211 Title I, Part A - 6399 - \$500 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: During the 2022-23 school term, Winship Elementary will host a series of AMPLIFY and EUREKA parent nights to inform and assist our families with the new curriculum. Strategy's Expected Result/Impact: By June 2024, 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. Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Teachers Title I: 4.2 Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Parental Involvement Supplies - 211 Title I, Part A - 6399 - \$500 | | Formative | | | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

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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: Sign-in Sheets (participants), Agendas, Impact Data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: During the 2022-23 school term, the staff will engage in professional development to deepen individual knowledge to support our scholars.</p> <p>Strategy's Expected Result/Impact: By June 2024, 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.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers, Staff</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Admission Fees/Hotel for Professional Development - 211 Title I, Part A - 6299.00 - \$1,000</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy 2: During the 2022-23 school term, the staff will engage in on-going SEL (Social and Emotional Learning) using Quaver. Strategy's Expected Result/Impact: By June 2024, 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. Staff Responsible for Monitoring: Administrators, Counselor, Teachers, and Staff Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 | | Formative | | | Summative |
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Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

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

Evaluation Data Sources: Sign-in Sheets (participants), Agendas, Impact Data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: During the 2022-23 school term, we will have two community meetings each semester for parents to review instructional practices, assessments, and grades. Strategy's Expected Result/Impact: To maintain/increase campus enrollment established at October snapshot date (October 31, 2023), 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. Staff Responsible for Monitoring: Administrators, Counselor, Teachers Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 | Formative | | | Summative |
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School Processes & Programs

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School Processes & Programs

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

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

Evaluation Data Sources: Passport Data, T-TESS Data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 1: During the 2023-24 school term, we will schedule professional learning for teachers and leaders to ensure compliance with required trainings and calibration sessions.</p> <p>Strategy's Expected Result/Impact: By June 2024, 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.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8</p> |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: SPED students have a 36% APPROACHES passing rate in 4th grade reading, 52% passing rate in 4th grade math, and a 33% passing rate in 5th grade science. Root Cause: SPED students have learning gaps attributed to low reading levels. Teachers need structured planning protocols which will accelerate student learning through focused academic interventions.</p> <p>Problem Statement 2: Teachers struggle developing intervention strategies for students who enter the campus later in the school term. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the school term.</p> <p>Problem Statement 3: STAAR Reading and EOY Campus Reading assessments indicate minimal student growth. Root Cause: Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p> <p>Problem Statement 4: Our 2023 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Science. Root Cause: It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.</p> |

Demographics

Problem Statement 5: Teacher mobility (resignations) were higher than expected at the end of the 2022-23 school year. **Root Cause:** There number of district initiatives/ professional expectations are increasing.

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School Processes & Programs

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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.

Evaluation Data Sources: 2023-24 T-TESS Reports at BOY, MOY, and EOY.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: During the 2023-24 school term, campus leaders assigned to conduct T-TESS observations will print certificates for all required trainings and calibration sessions and submit to the principal. Strategy's Expected Result/Impact: By June 2024, 100% of staff assigned to conduct T-TESS observations will participate in all required trainings at BOY at 100%; MOY at 100%; and EOY at 100%. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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Performance Objective 2 Problem Statements:

| Demographics |
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State Compensatory

Budget for Winship Elementary

Total SCE Funds: \$11,500.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Students will engage in after school acceleration programs for three days each week.

Personnel for Winship Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|----------------------------|------------|
| Cindy Moctezuma | Math Coach | 1 |
| Maisha Taylor | Student Support Specialist | 1 |
| Mariana Fernandez | LLI Interventionist | 1 |

Title I

1.1: Comprehensive Needs Assessment

To develop the CNA, we reviewed all CBAs and benchmark assessments to track high-yield TEKS. We also analyzed MAP data and mCLASS data. Finally, we disaggregated STAAR data to complete the process.

2.1: Campus Improvement Plan developed with appropriate stakeholders

We met with committee members to analyze student assessment data, community survey data, and instructional needs data to develop the plan.

2.2: Regular monitoring and revision

The CIP committee meets quarterly to review student assessment data, community survey data, and instructional needs data to determine if our actions are aligned with the goals.

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

The CIP is posted on the campus website in an understandable format and language for parents and our learning community.

2.4: Opportunities for all children to meet State standards

The actions in the CIP are created to ensure there are opportunities for all children to meet state standards.

2.5: Increased learning time and well-rounded education

The actions in the CIP are created to ensure increased learning time and a well-rounded education for all students.

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

The actions in the CIP address the needs of all students, particularly at-risk scholars.

3.1: Annually evaluate the schoolwide plan

Our CIP committee annually evaluates the schoolwide plan to determine which actions will be discontinued because goals were met, and

which actions will be duplicated the following year because respective goals were not met.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is develop at a BOY parent meeting. When the policy is finalized, it is distributed to parents and the learning community.

4.2: Offer flexible number of parent involvement meetings

Winship Elementary offers a flexible number of parent involvement meetings (during school, after school, and on Saturdays).

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

The campus will institute interventions are research-based instructional strategies to address gaps among all subgroups to minimize the disproportionality of academic performance between subgroups.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|--------------------------------------|----------------|------------|
| Akilah McAfee | Grades 3-5 Math Interventionist | ESSER | 1.0 |
| Gina Pop | ESOL Teacher | ESOL | .5 |
| Jacob Lorenzo | Grades K-2 Math Interventionist | ESSER | 1.0 |
| Laura Rodriguez | ESSER Teacher (Interventionist, CTC) | ESSER | 1.0 |
| Lyndsay Ellison | Grades 3-5 Literacy Interventionist | ESSER | 1.0 |
| Mary Garcia | Digital Literacy Coach | Title I | 1.0 |

Campus Funding Summary

| 199 General Fund | | | | | |
|--|-----------|----------|---|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | General Supplies | 6399 | \$2,912.00 |
| 1 | 1 | 2 | Library Books | 6325.35 | \$4,875.00 |
| 1 | 2 | 1 | General Supplies | 6399 | \$4,544.00 |
| 1 | 2 | 2 | General Supplies | 6399 | \$500.00 |
| 1 | 3 | 1 | General Supplies | 6399 | \$3,380.00 |
| 1 | 6 | 1 | General Supplies | 6399 | \$2,835.00 |
| 1 | 7 | 2 | General Supplies | 6399 | \$2,835.00 |
| 1 | 9 | 2 | General Supplies | 6399 | \$330.00 |
| Sub-Total | | | | | \$22,211.00 |
| Budgeted Fund Source Amount | | | | | \$22,211.00 |
| +/- Difference | | | | | \$0.00 |
| 199 State SCE - State Compensatory Education (PIC) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Supplemental Pay-Professionals | 6118 | \$5,000.00 |
| 1 | 1 | 2 | General Supplies | 6399 | \$500.00 |
| 1 | 2 | 2 | Tutorial Salary | 6118.TU | \$5,000.00 |
| 1 | 3 | 2 | General Supplies | 6399 | \$1,000.00 |
| Sub-Total | | | | | \$11,500.00 |
| Budgeted Fund Source Amount | | | | | \$11,500.00 |
| +/- Difference | | | | | \$0.00 |
| 211 Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Staff Travel Fees | 6411 | \$500.00 |
| 1 | 1 | 1 | Staff Travel Fees | 211 | \$500.00 |
| 1 | 1 | 1 | Computers/Printers/Chromebooks for Students | 6397 | \$1,000.00 |
| 1 | 1 | 2 | Instructional Materials | 6321 | \$8,000.00 |

| 211 Title I, Part A | | | | | |
|-----------------------------|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Staff Travel Fees | 6411 | \$500.00 |
| 1 | 2 | 1 | Computers/Printers | 6397 | \$12,000.00 |
| 1 | 2 | 1 | Staff Travel | 6299 | \$500.00 |
| 1 | 2 | 2 | Instructional Materials | 6321 | \$6,007.00 |
| 1 | 3 | 1 | Computers/Printers | 6397 | \$12,813.00 |
| 1 | 4 | 1 | Instructional Materials | 6321 | \$250.00 |
| 1 | 5 | 1 | Instructional Materials | 6321 | \$250.00 |
| 1 | 6 | 1 | Computers/Scanners/Printers | 6397 | \$15,000.00 |
| 1 | 6 | 1 | General Supplies | 6399 | \$2,000.00 |
| 1 | 6 | 1 | Instructional Materials | 6321 | \$1,000.00 |
| 1 | 7 | 1 | Computers/Printers/Scanners | 6397 | \$10,000.00 |
| 1 | 7 | 1 | General Supplies | 6399 | \$2,000.00 |
| 1 | 7 | 1 | Instructional Materials | 6321 | \$3,000.00 |
| 1 | 7 | 2 | Instructional Materials | 6321 | \$10,000.00 |
| 1 | 8 | 1 | General Supplies | 6399 | \$2,000.00 |
| 1 | 8 | 2 | General Supplies | 6399 | \$2,000.00 |
| 1 | 9 | 1 | General Supplies | 6399 | \$1,000.00 |
| 2 | 1 | 1 | Instructional Materials | 6321 | \$3,000.00 |
| 2 | 1 | 2 | Instructional Materials | 6321 | \$5,280.00 |
| 3 | 1 | 1 | Parental Involvement Supplies | 6399 | \$500.00 |
| 3 | 1 | 2 | Parental Involvement Supplies | 6399 | \$500.00 |
| 4 | 1 | 1 | Admission Fees/Hotel for Professional Development | 6299.00 | \$1,000.00 |
| Sub-Total | | | | | \$100,600.00 |
| Budgeted Fund Source Amount | | | | | \$100,600.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$134,311.00 |
| Grand Total Spent | | | | | \$134,311.00 |
| +/- Difference | | | | | \$0.00 |