Spring Independent School District
Bammel Elementary
2021-2022 Campus Improvement Plan
Accountability Rating: Not Rated: Declared State of Disaster

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

Spring Independent School District prepares students to be lifelong learners, critical thinkers, and responsible citizens who display good character - ready to contribute, compete and lead today's global society.

Vision

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

Core Beliefs

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.
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Demographics

Demographics Summary

Bammel is an unincorporated community in north-central Harris County, Texas between the intersection of Farm-to-Market Road 1960 (FM 1960) and Kuykendahl Road. It was named for Charles Bammel, a German Houstonian who built the Bammel and Kuehnle Merchandise store with his partner in 1915. Mr. Bammel moved to the community for health reasons and during the years of 1920-1950, the town had only one post office and general store with a population of 200. During the 1980s Bammel's residents were mainly commuters who worked in and around Houston. At that time the community included two shopping centers, several schools, a hospital, and nearby cemeteries. The Spring Independent School District operates the schools in this community. Bammel Elementary School was built in 1966. During the late '60s and up until the early 2000s, Bammel's demographics were consistent with being a predominately white, upper-middle-class community where the subdivision of Westador was the home of doctors that worked nearby.

Bammel Elementary School is a PK-5th grade Title I campus in Spring ISD located in Houston, TX. The student enrollment count is comprised of a small section of homes in the Westador Subdivision and 15 Apartment Complexes surrounding the inner district. Although this improvement plan focuses on the 2021-2022 school year, the demographic information comes from information available in the Spring semester of 2021. Student enrollment at Bammel Elementary continues to fluctuate, a pattern we have seen for the last six years. Due to the global pandemic, there was a decline in enrollment and May 2021 data shows that 700 students were enrolled and that the African American and Hispanic student groups are growing the fastest. As stated in the 2019-2020 TAPR report: the campus has two prominent student groups: 63% are African American and 26% are Hispanic. American Indian and White students make up 3%, Asian students make up 1% of the population, and 2% identifying themselves as Two-or-More Races.

Additionally, the 2019-2020 TAPR report indicates that Bammel ES has a 43% student mobility rate for Bammel Elementary is above the state average of 18%. Attendance rates have steadily decreased over the last six years. At 92%, the attendance rate is one of the lowest in the school district. Bammel Elementary's student groups include 19% English Language Learners (ELs), 4% Gifted and Talented, and 6.5% Special Education. Additionally, 93% are economically disadvantaged and 70% are identified as at-risk. There are a total of 42 content teachers in grades PK-5. Of these teachers 51% have less than 5 years experience, 31% have between 6-10 years experience and 19% have more than 10 years' experience.

Demographics Strengths

At Bammel Elementary School we possess the strength of having a high teacher retention rate in grades PK-4 for the past 3 years. This attributes to the successful on-boarding, mentoring programs and coaching teachers are provided through-out the school year.
Another strength at Bammel Elementary School, is that we pride ourselves in ensuring we have male representation in all levels. Due to the fact that 53% of our student body population are boys, we have male representation in leadership, teachers, paraprofessionals, custodian, food service and in the area of bus transportation.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Parents and students are not taking advantage of extended day and or extended week tutorial services provided by the campus. **Root Cause:** Parents are declining tutorial services due to the lack of adult supervision needed to pick up students at the campus or receive the student off the bus due to working 2 jobs or the night shift.

**Problem Statement 2 (Prioritized):** With a mobility rate of 43%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction to new students. **Root Cause:** Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.
Student Learning

Student Learning Summary

Starting with our littlest scholars, our PK students worked hard all year to mastery content skills in various domains. Our student's academic outcomes resulted in the following on being "on track": Phonological Awareness (93%) - Early Writing (92%) - Letter Sound Corr. (93%) Math (95%)

As we move into primary Reading in grade K-2 our TPRI/Tejas Lee results for students being "developed" is 77%. In the area of primary Math, our MAP assessment results for students achieving 90% are as follows: K Math (76%) - 1st grade Math (62%) - 2nd grade Math (50%)

In analyzing our end-of-the-year intermediate scores in the area of Reading and Math in the MAP assessment, the goal was to reach 90% by May 2021. The results are as follows in the grade levels achieving that goal: 3rd grade Reading (25%) - 4th grade Reading (50%) - 5th grade Reading (35%) / 3rd grade Math (23%) - 4th grade Math (51%) - 5th grade Math (20%)

Our intermediate students also took the STAAR online assessment in the month of May. The following are results are based on all grades and subjects in 3rd-5th:

Reading: 43% Approaches / 19% Meets / 6% Masters
Math: 32% Approaches / 11% Meets / 2% Masters
Writing: 36% Approaches / 15% Meets / 1% Masters
Science: 13% Approaches / 0% Meets / 0% Masters

Our English Language Learners took the TELPAS assessment(s) and the results are as follows:

Composite: Beginning 30% - Intermediate 43% - Advanced 18% - Advanced High 10%
Speaking Proficiency : Beginning 34% - Intermediate 40% - Advanced 23% - Advanced High 3%
Listening Proficiency : Beginning 28% - Intermediate 31% - Advanced 25% - Advanced High 16%
Writing Proficiency : Beginning 44% - Intermediate 28% - Advanced 13% - Advanced High 15%
Reading Proficiency : Beginning 55% - Intermediate 28% - Advanced 9% - Advanced High 7%
**Student Learning Strengths**

Our strengths continue to surface in our early primary grades. Our Pre-Kindergarten students continue to excel in the areas of literacy and math. Our Kindergartners also continue to blossom in the area of reading and out perform other primary grades in the area of math. The strengths in both these grade-levels provides promise that our students in their most critical academic career are receiving a solid foundation.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Intermediate STAAR reading scores decreased and did not meet the campus goal of 70%. **Root Cause:** Teachers need additional training in the area of literacy for intermediate grades along with questioning technique strategies that increase critical thinking skills. A new curriculum that focuses in these areas is needed to provide the proper foundation for teachers to deliver instruction so students can appropriately read to learn.

**Problem Statement 2 (Prioritized):** Intermediate STAAR math scores decreased and did not meet the campus goal of 70% **Root Cause:** Teachers need additional training in the area of mathematics for intermediate grades along with problem solving strategies that increase analytical thinking skills. A new curriculum that focuses in these areas is needed to provide the proper foundation for teachers to deliver instruction so students can appropriately use math concepts in everyday life.

**Problem Statement 3:** Mobility rate remains higher than the state as reported at 43%. **Root Cause:** Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.
School Processes & Programs

School Processes & Programs Summary

Staff assignments are reviewed each spring. We seek input from our staff using questioners that allow them to express their thoughts on systems and procedures from the current school year and what aspirations they have for the next. Using teacher and student data, teachers are coached and placed appropriately in each grade level.

The leadership team is comprised of the principal, assistant principal, student support specialist, instructional specialist, academic coaches, and counselors. The team was afforded the opportunity to lead a grade level as they conducted observations, on-the-spot coaching, and pulled students for intervention.

Staff quality continues to improve with the retention of 90% of the staff for the 2021-2022 school year. In addition, core content teachers are attending summer professional learning opportunities in the areas of Literacy and Math. Moving forward, in the 2021-22 school year, emphasis will be placed on ensuring that the teachers apply their professional learning in the classroom consistently. There is also a need to strengthen Tier 1 instruction across the grade levels, which begins with improving teacher attendance, effective instructional practices, the implementation of Gradual Release with fidelity, implementation of the Amplify and Eureka curriculum, and the coaching model See it, Name it, Do it. To improve the effectiveness of instruction, systems, and routines, the implementation of the Spring Way will continue to be non-negotiable and monitored daily. The Spring Way includes but is not limited to 1) Configuration Boards 2) Teach Like a Champion strategies 3) Champs 4) PLCs 5) Quaver-SEL and 6) The SpringWay Details Plan.

Curriculum, Instruction, and Assessment play major roles during grade-level meetings. Due to the fact that teachers need to use more of their planning time for instructional purposes professional learning communities (PLCs) will focus on four components; 1) Learning 2) Planning 3) Practice and 4) Data-Driven Analysis. Sessions will be conducted a minimum of two times a week with teachers planning based on these questions, “What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?”. Bammel will incorporate a greater emphasis on ELA and Math in all grade levels. Both administration and campus-based coaches will attend PLCs having previously reviewed the curriculum and shared the agenda with teachers. Technology is heavily used for academic achievement. The Instructional Technology Lead will continue to enhance technology and ensure teachers are equipped with the most recent research-based practices. Administrators and Instructional Coaches will aid teacher development throughout the year providing on-the-spot coaching and timely feedback.

The 21st Century after-school program provided 120 students the opportunity to participate in in-person or virtual academic enrichment classes, culinary classes, hip-hop dance courses, karate, basketball, and STEM. This after-school program included a parent committee that embodied parents to participate in academic and/or social events throughout the school year.

School Processes & Programs Strengths

Strengths in the school process can be seen in our students enrolled in the 21st Century After-School program. These students participated in a variety of
academic and non-academic programs where they transferred their experiences to the classroom. Another strength is that of the teachers attending PLC sessions on time and regularly. Evidence could be seen of teachers transferring what they discussed and learned during PLC in their day-to-day academic routine.

In addition, specialists and coaches played a key role in re-designing the Response to Intervention block to transition to the Blended Learning Model. Teachers effectively created groups based on data and purposefully developed academic rotation stations which included a teacher station for small groups, a digital learning station, and an independent skills practice station.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers need to strengthen daily Tier 1 instruction. **Root Cause:** Most teachers are not providing in-depth instruction to scholars for application purposes. A curriculum and professional learning opportunities tied to the curriculum are needed to enhance teacher academic capacity and student retention of concepts.

**Problem Statement 2:** Mobility rate remains higher than the state as reported at 43%. **Root Cause:** Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.
Perceptions

Perceptions Summary

A research study was conducted by the Bammel ES campus redesign team on behalf of the company TRANSCEND during the month of December. The study was to engage staff, students, and parents in providing input on whether there was a need for a school re-design. The evidence collected suggested that all three groups, directly and indirectly, stated that our school was good but greatness could be achieved through maximizing the school's strengths to overcome its weaknesses. Due to the recent events surrounding the impact of COVID-19, the data in the research emphasized the need to carve out more for students to grasp initial instruction. This could be achieved during the school day, after school hours, and/or Saturday classes.

The data also suggested that the desire of the staff was to grow both academically and socially alongside their students. The staff also desired the development of strong partnerships with parents.

As students were interviewed, the desire for a school design that involved necessary academic and social components was evident. Students expressed interest in the areas of science, math, sports, and business. Students discussed how they wanted to become entrepreneurs in owning their own businesses, exploring the medical and education fields, becoming major league athletes to name a few.

When parents were interviewed the data suggested that families desired their child to have the skills needed to have a fair chance in achieving their goals. Parents want to see their children have the opportunities to close the academic and social gaps that have been created since the global pandemic. Parents expressed the need of having their own training to assist their children with schoolwork and social-emotional learning.

In conclusion, the research from this study suggests that in order for the students at Bammel ES to thrive in the 21st century, adequate and intentional resources are needed to be in place. With the correct resources, an educational atmosphere can be created that organically encompasses a sound curriculum, strong delivery of initial instruction, purposeful response to the invention while meeting the students' needs where they are.

Perceptions Strengths

The strengths that surfaced from this study were that 1) parents do believe that their children attend a good school 2) students are in tune with what careers they aspire to become and what academic courses are needed to get them there 3) staff members are aware that a bond between teacher and parent is needed to educate the child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments. **Root Cause:** Academic and/or behavioral support are not be strategically monitored to improve student outcomes.

Problem Statement 2: Mobility rate remains higher than the state as reported at 43%. **Root Cause:** Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.
Priority Problem Statements

**Problem Statement 1**: Intermediate STAAR reading scores decreased and did not meet the campus goal of 70%.

**Root Cause 1**: Teachers need additional training in the area of literacy for intermediate grades along with questioning technique strategies that increase critical thinking skills. A new curriculum that focuses in these areas is needed to provide the proper foundation for teachers to deliver instruction so students can appropriately read to learn.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: Intermediate STAAR math scores decreased and did not meet the campus goal of 70%

**Root Cause 2**: Teachers need additional training in the area of mathematics for intermediate grades along with problem solving strategies that increase analytical thinking skills. A new curriculum that focuses in these areas is needed to provide the proper foundation for teachers to deliver instruction so students can appropriately use math concepts in everyday life.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: Teachers need to strengthen daily Tier 1 instruction.

**Root Cause 3**: Most teachers are not providing in-depth instruction to scholars for application purposes. A curriculum and professional learning opportunities tied to the curriculum are needed to enhance teacher academic capacity and student retention of concepts.

**Problem Statement 3 Areas**: School Processes & Programs

**Problem Statement 4**: With a mobility rate of 43%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction to new students.

**Root Cause 4**: Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.

**Problem Statement 4 Areas**: Demographics

**Problem Statement 5**: Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments.

**Root Cause 5**: Academic and/or behavioral support are not be strategically monitored to improve student outcomes.

**Problem Statement 5 Areas**: Perceptions

**Problem Statement 6**: Parents and students are not taking advantage of extended day and or extended week tutorial services provided by the campus.

**Root Cause 6**: Parents are declining tutorial services due to the lack of adult supervision needed to pick up students at the campus or receive the student off the bus due to working 2 jobs or the night shift.

**Problem Statement 6 Areas**: Demographics
Comprehensive Needs Assessment Data Documentation

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

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

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

**Student Data: Assessments**
- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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 Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
• Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
• 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 progress
• 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, progress, and participation data
• 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
• At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
• EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
• 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
• Equity data
• TTESS data
• T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

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

Performance Objective 1: I-ZONE: By June 2022, 40% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 20% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus-Based Assessments
District Formative Assessments
MAP assessment
STAAR assessment

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<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Intermediate Reading Teachers will be trained and implement the Amplify ELAR/SLAR curriculum with fidelity so students can enhance their reading abilities.</td>
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<td><strong>Strategy's Expected Result/Impact:</strong> Students will gain the following percentages in the Meets Level after assessment taken on or around the following months:</td>
<td>Formative</td>
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<tr>
<td>October 15%</td>
<td>Oct</td>
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<td>December 20%</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Administration Team</td>
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<tr>
<td>Academic Specialist</td>
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<td>Literacy Coach</td>
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<td>Student Support Specialist</td>
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<tr>
<td><strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 2 - Student Learning 1</td>
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<tr>
<td><strong>Funding Sources:</strong> Literacy Materials used to support the teaching of Amplify - 211 Title I, Part A - $7,000, General School Supplies - 211 Title I, Part A - $975, Book: The Knowledge Gap by Natalie Wexler - 211 Title I, Part A - $714</td>
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### Strategy 2 Details

**Strategy 2**: Teachers will be trained and implement the Blended Learning Model during their literacy block using station rotations that include: teacher small group instruction, digital resource {Amplify Reading}, and independent skills practice.

**Strategy's Expected Result/Impact**: Students will gain the following percentages in the Meets Level after assessment taken on or around the following months:
- October 15%
- December 20%
- March 30%
- May 40%

**Staff Responsible for Monitoring**: Administration
- Literacy Coach
- Instructional Specialist
- Student Success Specialist

**Title I Schoolwide Elements**: 2.4, 2.5, 2.6 - **TEA Priorities**: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**

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

**Funding Sources**: Book: Power Up Blended Learning by Caitlin Tucker - 211 Title I, Part A - $525

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### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1**: Parents and students are not taking advantage of extended day and or extended week tutorial services provided by the campus. **Root Cause**: Parents are declining tutorial services due to the lack of adult supervision needed to pick up students at the campus or receive the student off the bus due to working 2 jobs or the night shift.

**Problem Statement 2**: With a mobility rate of 43%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction to new students. **Root Cause**: Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.

#### Student Learning

**Problem Statement 1**: Intermediate STAAR reading scores decreased and did not meet the campus goal of 70%. **Root Cause**: Teachers need additional training in the area of literacy for intermediate grades along with questioning technique strategies that increase critical thinking skills. A new curriculum that focuses in these areas is needed to provide the proper foundation for teachers to deliver instruction so students can appropriately read to learn.

#### Perceptions

**Problem Statement 1**: Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments. **Root Cause**: Academic and/or behavioral support are not be strategically monitored to improve student outcomes.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 2:** I-ZONE: By June 2022, 40% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 20% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Campus-Based Assessments
District Formative Assessments
MAP assessment
STAAR assessment

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**Staff Responsible for Monitoring:** Administration Team
Academic Specialist
Math Coach
Instructional Specialist
Student Support Specialist

**Title 1 Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Demographics 2 - Student Learning 2

**Funding Sources:** Math Materials to be used to support Eureka Math - 211 Title I, Part A - $7,000, General School Supplies - 211 Title I, Part A - $975
## Strategy 2 Details

**Strategy 2:** Teachers will be trained and implement the Blended Learning Model during their math block using station rotations that include: teacher small group instruction, digital resource {ST Math}, and independent skills practice.

**Strategy's Expected Result/Impact:** Students will gain the following percentages in the Meets Level after assessment taken on or around the following months:
- October 15%
- December 20%
- March 30%
- May 40%

**Staff Responsible for Monitoring:** Administration Team
- Academic Specialist
- Math Coach
- Instructional Specialist
- Student Support Specialist

**Title 1 Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

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

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</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2022, 40% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 20% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Campus-Based Assessments
District Formative Assessments
STAAR assessment

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Fifth Grade Science Teachers will be trained and implement the STEM scopes resource with fidelity so students can enhance their knowledge of science and apply skills to their everyday lives.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Students will gain the following percentages in the Meets Level after assessment taken on or around the following months:</td>
<td></td>
</tr>
<tr>
<td>October 15%</td>
<td></td>
</tr>
<tr>
<td>December 20%</td>
<td></td>
</tr>
<tr>
<td>March 30%</td>
<td></td>
</tr>
<tr>
<td>May 40%</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Administration Team</td>
<td></td>
</tr>
<tr>
<td>Academic Specialist</td>
<td></td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td></td>
</tr>
<tr>
<td>Student Support Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: School Processes &amp; Programs 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Stem Scopes - Science - 211 Title I, Part A - $1,811.25, Science Materials and Supplies for student inactive use - 211 Title I, Part A - $3,451.35</td>
<td></td>
</tr>
</tbody>
</table>

Performance Objective 3 Problem Statements:

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Teachers need to strengthen daily Tier 1 instruction. <strong>Root Cause</strong>: Most teachers are not providing in-depth instruction to scholars for application purposes. A curriculum and professional learning opportunities tied to the curriculum are needed to enhance teacher academic capacity and student retention of concepts.</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** I-ZONE: By June 2022 (Wave 3), 80% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Campus-Based Assessments
Circle Assessment

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> PK teachers will be trained and implement with fidelity The Creative Curriculum for Texas by Amplify to enhance their student's literacy skills.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will gain the following percentages in the &quot;On Target&quot; Level after assessment taken on or around the following months:</td>
<td>Oct</td>
</tr>
<tr>
<td>BOY 65%</td>
<td></td>
</tr>
<tr>
<td>MOY 75%</td>
<td></td>
</tr>
<tr>
<td>EOY 85%</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Team</td>
<td></td>
</tr>
<tr>
<td>Academic Specialist</td>
<td></td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td></td>
</tr>
<tr>
<td>Student Support Specialist</td>
<td></td>
</tr>
<tr>
<td>AVANCE support staff</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> School Processes &amp; Programs 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Materials to support PK curriculum - 211 Title I, Part A - $1,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="https://via.placeholder.com/15" alt="No Progress" /></td>
</tr>
</tbody>
</table>

**Performance Objective 4 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** Teachers need to strengthen daily Tier 1 instruction. **Root Cause:** Most teachers are not providing in-depth instruction to scholars for application purposes. A curriculum and professional learning opportunities tied to the curriculum are needed to enhance teacher academic capacity and student retention of concepts.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: I-ZONE: By June 2022 (Wave 3), 85% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus-Based Assessments
Circle Assessment

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: PK teachers will be trained and implement with fidelity The Creative Curriculum for Texas by Amplify to ensure students enhance their mathematical problem-solving and analytical skills.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Students will gain the following percentages in the &quot;On Target&quot; Level after assessment taken on or around the following months:</td>
<td>Oct</td>
</tr>
<tr>
<td>BOY 65%</td>
<td></td>
</tr>
<tr>
<td>MOY 75%</td>
<td></td>
</tr>
<tr>
<td>EOY 85%</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Administration Team</td>
<td></td>
</tr>
<tr>
<td>Academic Specialist</td>
<td></td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td></td>
</tr>
<tr>
<td>Student Support Specialist</td>
<td></td>
</tr>
<tr>
<td>AVANCE support staff</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: School Processes &amp; Programs 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Academic Supplies - 211 Title I, Part A - $500</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>No Progress</th>
<th>Accomplished</th>
<th>Continue/Modify</th>
<th>Discontinue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Objective 5 Problem Statements:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Processes & Programs**

**Problem Statement 1**: Teachers need to strengthen daily Tier 1 instruction. **Root Cause**: Most teachers are not providing in-depth instruction to scholars for application purposes. A curriculum and professional learning opportunities tied to the curriculum are needed to enhance teacher academic capacity and student retention of concepts.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: I-ZONE: By June 2022 (EOY), 60% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: MAP assessment {BOY/MOY/EOY}

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Intermediate Reading Teachers will implement the Amplify ELAR/SLAR curriculum with fidelity so all students can enhance their reading abilities.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will gain the following &quot;On-Grade Level&quot; percentages after assessment taken on or around the following months:</td>
<td>Oct</td>
</tr>
<tr>
<td>BOY 45%</td>
<td></td>
</tr>
<tr>
<td>MOY 55%</td>
<td></td>
</tr>
<tr>
<td>EOY 65%</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Team</td>
<td></td>
</tr>
<tr>
<td>Academic Specialist</td>
<td></td>
</tr>
<tr>
<td>Literacy Coach</td>
<td></td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td></td>
</tr>
<tr>
<td>Student Support Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 2 - School Processes &amp; Programs 1</td>
<td></td>
</tr>
</tbody>
</table>
**Strategy 2 Details**

**Strategy 2:** Teachers will implement the Blended Learning Model during their literacy block using station rotations that include: teacher small group instruction, digital resource {Amplify Reading}, and independent skills practice.

**Strategy's Expected Result/Impact:** Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months:
- BOY 45%
- MOY 55%
- EOY 65%

**Staff Responsible for Monitoring:** Administration Team
- Academic Specialist
- Literacy Coach
- Instructional Specialist
- Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

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

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**Performance Objective 6 Problem Statements:**

**Demographics**

**Problem Statement 1:** Parents and students are not taking advantage of extended day and or extended week tutorial services provided by the campus. **Root Cause:** Parents are declining tutorial services due to the lack of adult supervision needed to pick up students at the campus or receive the student off the bus due to working 2 jobs or the night shift.

**Problem Statement 2:** With a mobility rate of 43%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction to new students. **Root Cause:** Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.

**School Processes & Programs**

**Problem Statement 1:** Teachers need to strengthen daily Tier 1 instruction. **Root Cause:** Most teachers are not providing in-depth instruction to scholars for application purposes. A curriculum and professional learning opportunities tied to the curriculum are needed to enhance teacher academic capacity and student retention of concepts.

**Perceptions**

**Problem Statement 1:** Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments. **Root Cause:** Academic and/or behavioral support are not be strategically monitored to improve student outcomes.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: I-ZONE: By June 2022 (EOY), 60% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP {BOY/MOY/EOY}

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> All Math Teachers will be trained and implement the Eureka Math curriculum with fidelity so all students can enhance their problem-solving skills.</td>
<td>table</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will gain the following &quot;On-Grade Level&quot; percentages after assessment taken on or around the following months:</td>
<td></td>
</tr>
<tr>
<td>BOY 45%</td>
<td>Formative</td>
</tr>
<tr>
<td>MOY 55%</td>
<td>Oct</td>
</tr>
<tr>
<td>EOY 65%</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Team</td>
<td></td>
</tr>
<tr>
<td>Academic Specialist</td>
<td></td>
</tr>
<tr>
<td>Math Coach</td>
<td></td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td></td>
</tr>
<tr>
<td>Student Support Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> School Processes &amp; Programs 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> General School Supplies - 211 Title I, Part A - $725</td>
<td></td>
</tr>
</tbody>
</table>
Strategy 2: Teachers will implement the Blended Learning Model during their math block using station rotations that include: teacher small group instruction, digital resource {ST Math}, and independent skills practice.

**Strategy's Expected Result/Impact:** Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months:
- BOY 45%
- MOY 55%
- EOY 65%

**Staff Responsible for Monitoring:** Administration Team
- Academic Specialist
- Math Coach
- Instructional Specialist
- Student Support Specialist

**Title 1 Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

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

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**Performance Objective 7 Problem Statements:**

**Demographics**

**Problem Statement 1:** Parents and students are not taking advantage of extended day and or extended week tutorial services provided by the campus. **Root Cause:** Parents are declining tutorial services due to the lack of adult supervision needed to pick up students at the campus or receive the student off the bus due to working 2 jobs or the night shift.

**School Processes & Programs**

**Problem Statement 1:** Teachers need to strengthen daily Tier 1 instruction. **Root Cause:** Most teachers are not providing in-depth instruction to scholars for application purposes. A curriculum and professional learning opportunities tied to the curriculum are needed to enhance teacher academic capacity and student retention of concepts.

**Perceptions**

**Problem Statement 1:** Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments. **Root Cause:** Academic and/or behavioral support are not be strategically monitored to improve student outcomes.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2022 (EOY), 60% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mCLASS {BOY/MOY/EOY}

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Oct</td>
</tr>
</tbody>
</table>

**Strategy 1:** Primary Reading Teachers will be trained and implement the Amplify ELAR/SLAR curriculum with fidelity so students can enhance their reading abilities. Students will utilize both the SKILLS portion of the curriculum and the Knowledge portion in their daily instructional routine.

**Strategy's Expected Result/Impact:** Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months:

- BOY 45%
- MOY 55%
- EOY 65%

**Staff Responsible for Monitoring:** Administration Team
Academic Specialist
Literacy Coach
Instructional Specialist
Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Learning 1

**Funding Sources:** General School Supplies - 211 Title I, Part A - $725
### Strategy 2 Details

**Strategy 2:** Teachers will use the mClass interventions during their small group learning station to accelerate instruction and move students to their next achievement level.

**Strategy's Expected Result/Impact:** Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months:
- BOY 45%
- MOY 55%
- EOY 65%

**Staff Responsible for Monitoring:** Administration Team
- Academic Specialist
- Literacy Coach
- Instructional Specialist
- Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

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

<table>
<thead>
<tr>
<th>Performance Objective 8 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographics</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> Parents and students are not taking advantage of extended day and or extended week tutorial services provided by the campus. <strong>Root Cause:</strong> Parents are declining tutorial services due to the lack of adult supervision needed to pick up students at the campus or receive the student off the bus due to working 2 jobs or the night shift.</td>
</tr>
<tr>
<td><strong>Student Learning</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> Intermediate STAAR reading scores decreased and did not meet the campus goal of 70%. <strong>Root Cause:</strong> Teachers need additional training in the area of literacy for intermediate grades along with questioning technique strategies that increase critical thinking skills. A new curriculum that focuses in these areas is needed to provide the proper foundation for teachers to deliver instruction so students can appropriately read to learn.</td>
</tr>
<tr>
<td><strong>Perceptions</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments. <strong>Root Cause:</strong> Academic and/or behavioral support are not be strategically monitored to improve student outcomes.</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Attendance Daily Reports
Attendance Monthly Reports

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> To provide adequate and quality training in properly taking attendance and strategies to implement when students are absent more than 3 days per nine weeks.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Daily average attendance will increase to 92.5% in October 2022, 93% by February 2022, and 94% by May 2022.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Attendance Clerk Teachers of Record</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <strong>Targeted Support Strategy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Create a committee that will meet monthly to ensure students/parents are aware of the importance of being at school daily and provide incentives for reaching their goals.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Daily average attendance will increase to 92.5% in October 2022, 93% by February 2022, and 94% by May 2022.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Attendance Clerk Team Leaders Committee Members</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <strong>Targeted Support Strategy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 2</td>
<td></td>
</tr>
</tbody>
</table>
## Strategy 3 Details

**Strategy 3:** Improve daily attendance by producing healthy and fit students while enforcing 135 minutes of physical movement weekly.

**Strategy's Expected Result/Impact:** Students will pass the "Fitness Gram" assessment as applicable for their age by May 2022.

**Staff Responsible for Monitoring:** PE coach

**Administration**

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**

**Problem Statements:** Demographics 2

**Funding Sources:** PE equipment {renew and replace} - 211 Title I, Part A - $1,500

<table>
<thead>
<tr>
<th>Performance Objective 9 Problem Statements:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographics</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Problem Statement 2:** With a mobility rate of 43%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction to new students. **Root Cause:** Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.
**Goal 2:** EQUITY - Remove unacceptable barriers to student and staff success

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

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY/MOY/EOY assessments
- Checkpoint assessments
- Benchmark assessments
- Interim assessments
- STAAR

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Oct</td>
</tr>
</tbody>
</table>

**Strategy 1:** Hire additional staff to coach teachers to meet their academic goals and assist students who are struggling in the area of reading. {Literacy Coach/Math Coach/Librarian/Academic Specialist/Instructional Specialist/Student Support Specialist/Interventionists/ESL paraprofessional/Intervention paraprofessional}

**Strategy's Expected Result/Impact:** Teachers will move from Developing in T-TESS to Proficient or maintain in Proficient status by EOY.

Students that are Tier 3 and/or Tier 2 will move up an academic category by EOY.

**Staff Responsible for Monitoring:** Administration

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**

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

**Funding Sources:** LLI Coach - 199 State SCE - State Compensatory Education (PIC - $70,000, Math Coach - 199 State SCE - State Compensatory Education (PIC - $70,000, Paraprofessional - Intervention - 211 Title I, Part A - $25,000, Instructional Specialist - 211 Title I, Part A - $70,000, At-Risk Counselor - 199 State SCE - State Compensatory Education (PIC - $70,000, Academic Specialist - 211 Title I, Part A - $70,000, Student Success Specialist - 199 State SCE - State Compensatory Education (PIC - $70,000
### Strategy 2 Details

**Strategy 2:** Reading interventionists will use the mClass interventions with targeted students {GT/EL/Tier 2/Tier3} to accelerate instruction and move students to their next achievement level.

**Strategy's Expected Result/Impact:** Students will move to their next achievement level by the end of the year:
- Not Meeting Standard to Approaches
- Approaches to Meets
- Meets to Masters
- Masters to Masters

**Staff Responsible for Monitoring:** Administration Team
- Academic Specialist
- Literacy Coach
- Instructional Specialist
- Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

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

**Funding Sources:** Acceleration Materials to be used during Small Group Instruction - 211 Title I, Part A - $1,500, Laptops - 211 Title I, Part A - $2,000

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

### Strategy 3 Details

**Strategy 3:** Math interventionists will use Motivation Math with targeted students {GT/EL/Tier 2/Tier3} to accelerate instruction and move students to their next achievement level.

**Strategy's Expected Result/Impact:** Students will move to their next achievement level by the end of the year:
- Not Meeting Standard to Approaches
- Approaches to Meets
- Meets to Masters
- Masters to Masters

**Staff Responsible for Monitoring:** Administration Team
- Academic Specialist
- Literacy Coach
- Instructional Specialist
- Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

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

**Funding Sources:** Laptops - 211 Title I, Part A - $2,000, Book: Poor Students, Rich Teaching by Eric Jensen - 211 Title I, Part A - $1,118.40
## Strategy 4 Details

**Strategy 4:** All core teachers will provide additional academic support to students in specific sub-groups {AA/Hispanic/ECO DISC/At-Risk/ESL/BIL/SPED} during the extended day or extended week.

**Strategy's Expected Result/Impact:** Students will move to their next achievement level by the end of the year:
- Not Meeting Standard to Approaches
- Approaches to Meets
- Meets to Masters
- Masters to Masters

**Staff Responsible for Monitoring:** Administration
- Academic Coaches
- Core Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math,

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

**Funding Sources:**
- Supplemental Pay - Tutoring - 199 State SCE - State Compensatory Education (PIC - $5,500)

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

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## Strategy 5 Details

**Strategy 5:** 21st Century will provide remediation and enrichment in reading and mathematics.

**Strategy's Expected Result/Impact:** Students will move to their next achievement level by the end of the year:
- Not Meeting Standard to Approaches
- Approaches to Meets
- Meets to Masters
- Masters to Masters

**Staff Responsible for Monitoring:** 21st Century Coordinator
- 21st Century Staff
- Campus Administration

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math,
- Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**

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

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

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**Performance Objective 1 Problem Statements:**
## Demographics

**Problem Statement 1:** Parents and students are not taking advantage of extended day and or extended week tutorial services provided by the campus. **Root Cause:** Parents are declining tutorial services due to the lack of adult supervision needed to pick up students at the campus or receive the student off the bus due to working 2 jobs or the night shift.  

**Problem Statement 2:** With a mobility rate of 43%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction to new students. **Root Cause:** Bammel Elementary School is zoned in an area that services 15 apartment complexes where 90% of the enrollment is comprised.

## Student Learning

**Problem Statement 1:** Intermediate STAAR reading scores decreased and did not meet the campus goal of 70%. **Root Cause:** Teachers need additional training in the area of literacy for intermediate grades along with questioning technique strategies that increase critical thinking skills. A new curriculum that focuses in these areas is needed to provide the proper foundation for teachers to deliver instruction so students can appropriately read to learn.  

**Problem Statement 2:** Intermediate STAAR math scores decreased and did not meet the campus goal of 70% **Root Cause:** Teachers need additional training in the area of mathematics for intermediate grades along with problem solving strategies that increase analytical thinking skills. A new curriculum that focuses in these areas is needed to provide the proper foundation for teachers to deliver instruction so students can appropriately use math concepts in everyday life.

## School Processes & Programs

**Problem Statement 1:** Teachers need to strengthen daily Tier 1 instruction. **Root Cause:** Most teachers are not providing in-depth instruction to scholars for application purposes. A curriculum and professional learning opportunities tied to the curriculum are needed to enhance teacher academic capacity and student retention of concepts.

## Perceptions

**Problem Statement 1:** Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments. **Root Cause:** Academic and/or behavioral support are not be strategically monitored to improve student outcomes.
## Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

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

### Targeted or ESF High Priority

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** The campus will hire a new parent liaison who will ensure parents are kept abreast of all instructional outcomes that are expected by their children.  
 **Strategy's Expected Result/Impact:** The number of communication efforts will increase by 25% in December 2021 and 50% by May 2022.  
 **Staff Responsible for Monitoring:** Administration  
 **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy  
 **Problem Statements:** Demographics 1  
 **Funding Sources:** Parent Liaison Stipend - 211 Title I, Part A - $2,000 | **Formative** | **Summative** | **Formative** | **Summative** |
| | Oct | Dec | Mar | June | Oct | Dec | Mar | June |
| **Strategy 2:** Bammel ES will collaborate with the 21st-century Program to ensure a strong home/school connection. The program will offer 4 classes that will assist parents in developing their children in the area of academics and social emotional learning. Parent participation will increase in each class by 10 percentage points.  
 **Strategy's Expected Result/Impact:** Number of parents in each session:  
 September - 20 parents  
 November - 30 parents  
 February - 40 parents  
 April - 50 parents  
 **Staff Responsible for Monitoring:** 21st Century Coordinator  
 21st Century Staff Members  
 Parent Liaison  
 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy  
 **Problem Statements:** Demographics 1 - Perceptions 1  
 **Funding Sources:** Parental Involvement {Light Snacks} - 211 Title I, Part A - $500, Parental Involvement Books - 211 Title I, Part A - $500, Parental Involvement Supplies - 211 Title I, Part A - $500 | |  |  |  | |
Strategy 3 Details

**Strategy 3:** Bammel ES will collaborate with the 21st-century Program to ensure a strong home/school connection. The program will ensure parental education through Parent Homework Help, Lone Star Community College, and college tour field experiences.

**Strategy's Expected Result/Impact:** Number of parents in each session:
- September - 20 parents
- November - 30 parents
- February - 40 parents
- April - 50 parents

**Staff Responsible for Monitoring:** 21st Century Coordinator
21st Century Staff Members
Parent Liaison

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
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<tbody>
<tr>
<td><strong>Demographics</strong></td>
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<td><strong>Problem Statement 1:</strong> Parents and students are not taking advantage of extended day and or extended week tutorial services provided by the campus. <strong>Root Cause:</strong> Parents are declining tutorial services due to the lack of adult supervision needed to pick up students at the campus or receive the student off the bus due to working 2 jobs or the night shift.</td>
</tr>
<tr>
<td><strong>Perceptions</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments. <strong>Root Cause:</strong> Academic and/or behavioral support are not be strategically monitored to improve student outcomes.</td>
</tr>
</tbody>
</table>
**Goal 4:** WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign-in sheets (participants)

Agendas
Impact data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will implement the Quaver-SEL curriculum with fidelity to promote mental health coping skills.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Percentage of students that will be able to self-regulate when discomfort, stress, and/or external conflict arises:</td>
<td>Oct</td>
</tr>
<tr>
<td>BOY: 65%</td>
<td></td>
</tr>
<tr>
<td>MOY: 75%</td>
<td></td>
</tr>
<tr>
<td>EOT: 85%</td>
<td></td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Team</td>
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</tr>
<tr>
<td>Counselors</td>
<td></td>
</tr>
<tr>
<td>Team Leaders</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy</td>
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<tr>
<td><strong>Problem Statements:</strong> Perceptions 1</td>
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</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Teachers will implement community circles in their classroom to build inclusion, trust, and student voice.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Percentage of students that will be able to self-regulate when discomfort, stress, and/or external conflict arises:</td>
<td>Oct</td>
</tr>
<tr>
<td>BOY: 65%</td>
<td></td>
</tr>
<tr>
<td>MOY: 75%</td>
<td></td>
</tr>
<tr>
<td>EOT: 85%</td>
<td></td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administrative Team</td>
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<tr>
<td>Grade Level Leads</td>
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<td>Team Leaders</td>
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<tr>
<td>Counselors</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Perceptions 1</td>
<td></td>
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</tbody>
</table>
### Strategy 3 Details

**Strategy 3:** Bammel ES will collaborate with the 21st-century Program will ensure SEL in academics and enrichment which will reduce disciplinary incidents by 5% by students how to self-regulate.

**Strategy's Expected Result/Impact:** Reduction of disciplinary incidents:
- October 1%
- March 3%
- May 5%

**Staff Responsible for Monitoring:** 21st Century Coordinator
- 21st Century Staff Members
- Parent Liaison

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - ESF

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

**Problem Statements:** Perceptions 1

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perceptions</strong></td>
</tr>
</tbody>
</table>

**Problem Statement 1:** Students receiving academic and/or behavioral interventions are not showing a year's growth on EOY assessments. **Root Cause:** Academic and/or behavioral support are not be strategically monitored to improve student outcomes.
## State Compensatory

### Personnel for Bammel Elementary

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvin Mitchell</td>
<td>Math Coach</td>
<td>SCE</td>
<td>1</td>
</tr>
<tr>
<td>Friayda Eakins</td>
<td>Student Success Specialist</td>
<td>SCE</td>
<td>1</td>
</tr>
</tbody>
</table>
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 1211(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

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

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

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

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

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

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

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

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

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards.

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

Engaged Stakeholders in Every Community

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

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

3.2: Offer flexible number of parent involvement meetings

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidney Adeleke</td>
<td>Academic Specialist</td>
<td>Title I</td>
<td>1.0</td>
</tr>
<tr>
<td>Susy Solano</td>
<td>Instructional Specialist</td>
<td>Title I</td>
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<tr>
<td>Yoanna Toxqui</td>
<td>Paraprofessional</td>
<td>Title 1</td>
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</table>
## Campus Funding Summary

### 199 State SCE - State Compensatory Education (PIC)

<table>
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<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
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<th>Amount</th>
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<td>2</td>
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<td>4</td>
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**Sub-Total**: $285,500.00

**Budgeted Fund Source Amount**: $285,500.00

**+/- Difference**: $0.00

### 211 Title I, Part A

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<tr>
<th>Goal</th>
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<th>Strategy</th>
<th>Resources Needed</th>
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<td>Book: The Knowledge Gap by Natalie Wexler</td>
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<tr>
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Sub-Total $202,020.00

Budgeted Fund Source Amount $202,020.00

 +- Difference $0.00

Grand Total $487,520.00
Addendums