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

Accountability Rating: B

Board Approval Date: September 13, 2022
Public Presentation Date: September 8, 2022
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 2022-2023 school year, the demographic information comes from information available in the Spring semester of 2022. Student enrollment at Bammel Elementary continues to fluctuate, a pattern we have seen for the last seven years. Due to Texas schools opening at full in-person status, there was an increase in enrollment and May 2022 data shows that 760 students were enrolled and that the African American and Hispanic student groups are growing the fastest. As stated in the 2020-2021 TAPR report: the campus has two prominent student groups: 63% are African American and 28% are Hispanic. American Indian and White students make up 3%, Asian students make up .5% of the population, and 3% identifying themselves as Two-or-More Races. Additionally, the 2020-2021 TAPR report indicates that Bammel ES has a 39% student mobility rate for Bammel Elementary is above the state average of 14%. Attendance rates have steadily decreased over the last six years. At 90%, the attendance rate is one of the lowest in the school district. Bammel Elementary student groups include 19% English Language Learners (ELs), 2% Gifted and Talented, and 10.7% Special Education. Additionally, 95% are economically disadvantaged and 70% are identified as at-risk. There are a total of 45 content teachers in grades PK-5. Of these teachers 36% have less than 5 years experience, 17% have between 6-10 years experience and 45% have more than 10 years' experience.

There is a need for the campus to be more aggressive in seeking out community partners that are near the school. The campus is surrounded by various hospitals, day cares, Lone Star College, and the Abiding Word Lutheran Church. These community resources can impact both the academic and social emotional growth on the campus.

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): With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 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" in the Circle Assessment: Phonological Awareness (100%) - Early Writing (100%) - Letter Sound Corr. (96%) Math (100%)

As we move into primary Reading in grade K-2 the mCLass 65% of students met "developed" and our campus goal was met. In the area of primary Math, our MAP assessment results for students achieving 90% are as follows: K-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 2022. The results are as follows in the grade levels achieving that goal: 3rd - 5th Reading (55%) and 3rd - 5th grade Math (50%)

Our intermediate students also took the STAAR online assessment in the month of May. The following comparison results are based on all grades and subjects in 3rd-5th from 2021 to 2022. Growth in every subject and ranking category was achieved.

Reading 2021: 43% Approaches / 19% Meets / 6% Masters - Reading 2022: 55% Approaches / 29% Meets / 15% Masters

Math 2021: 32% Approaches / 11% Meets / 2% Masters - Math 2022: 46% Approaches / 21% Meets / 11% Masters

Science: 13% Approaches / 0% Meets / 0% Masters - Science 2022: 37% Approaches / 14% Meets / 3% Masters

Our Accountability Rating for the 2022 school year is as follows:

Domain I: 55  Domain II: 88  Domain III: 74

Accountability Overall Rating: B = 84

Science is a concern on the campus. A school wide effort will need to be created and monitored for students to be involved in having hands on experiences regularly along with targeted vocabulary instruction daily.

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

Composite: 1st {8%} 2nd {0%} 3rd {13%} 4th {22%} 5th {33%}
Speaking Proficiency: 1st {8%} 2nd {8%} 3rd {27%} 4th {11%} 5th {19%}
Listening Proficiency: 1st {13%} 2nd {31%} 3rd {20%} 4th {22%} 5th {23%}
Writing Proficiency: 1st {4%} 2nd {0%} 3rd {20%} 4th {17%} 5th {62%}
Reading Proficiency: 1st {4%} 2nd {4%} 3rd {20%} 4th {28%} 5th {43%}

Attendance Rate: 90% - We continue to struggle with students not coming to school for various reasons. Efforts will need to be made to ensure all stakeholders are accountable in raising the attendance rate to 93%. All staff members need not to allow a student to reach more than (3) absences without an intervention.

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.

In our intermediate grades, growth was shown in Domain 1 - Achievement in the 2022 STAAR assessment. Students showed growth in Approaches, Meets, and Masters in each subject that was tested. There was a 10 percentage point increase in each subject assessment in the Meets category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. Root Cause: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.
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 retention is at 85% of the staff for the 2022-2023 school year. In addition, core content teachers are attending summer professional learning opportunities in the areas of Literacy and Math. Moving forward, in the 2022-23 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, the continued implementation of the Amplify and Eureka curriculum, and an intentional coaching model that will provide timely feedback. 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 SpringWay 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 100 students the opportunity to participate in in-person 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):** Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day.
Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
Perceptions

Perceptions Summary

1) An ESF diagnostic was conducted by Panorama Education in the Fall semester of 2021. The report indicates the percentage of favorable responses of each of the (6) Essential Actions by topics using the following descriptors: 1) develop quality leaders 2) Recruit and retain high quality staff 3) Aligned vision and mission 4) use of high quality instruction 5) effective classroom routines along with data driven instruction. The results are as follows by each stakeholder as compared to the Region.

Staff:
High Quality Leaders: Campus 79% / Region 74%
Highly Qualified Educators: Campus 77% / Region 65%
Aligned vision/mission: Campus 69% / Region 63%
High Quality Instruction: Campus 75% / Region 63%
Effective Classroom Routines: Campus 61% / Region 60%
Data-Driven Instruction: Campus 63% / Region 55%

Family:
High Quality Leaders: Campus 69% / Region 68%
Highly Qualified Educators: Campus 60% / Region 59%
Aligned vision/mission: Campus 59% / Region 58%
High Quality Instruction: Campus 67% / Region 62%
Effective Classroom Routines: Campus 70% / Region 63%
Data-Driven Instruction: Campus 68% / Region 61%

Students:
High Quality Leaders: Campus 56% / Region 40%
Highly Qualified Educators: Campus 84% / Region 70%
Aligned vision/mission: Campus 68% / Region 55%
High Quality Instruction: Campus 78% / Region 58%
Effective Classroom Routines: Campus 78% / Region 63%
2) During the months of April 2022- May 2022 a school quality survey was given to the parents and staff of Bammel Elementary school. The summary report is below:

The ranking indicators from parents and staff are as follows based on these school climate topics:

Highest Ranks by Parents {Strongly Agree or Agree}: Safety and Behavior with 76% and Family Involvement with 72%

Lowest Ranks by Parents {Strongly Disagree or Disagree}: Overall Quality with 34% and Student Support 27%

Highest Ranks by Campus-Based Staff {Strongly Agree or Agree}: Student Support with 100% and School Leadership with 93%

Lowest Ranks by Campus-Based {Strongly Disagree or Disagree}: Overall Quality with 31% and Safety and Behavior 29%

Perceptions Strengths

The strengths from both surveys are as follows: 1) parents do believe that their children are safe at school and they are welcome 2) students believe that they are being taught by high quality educators and receive high quality instruction 3) All staff members believe that students are supported on the campus and effective school leadership drives the school towards excellence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Thirty-four percent of the parents surveyed perceive that the overall school quality is poor. Root Cause: The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.
Priority Problem Statements

**Problem Statement 1**: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students.

**Root Cause 1**: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets.

**Root Cause 2**: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day.

**Root Cause 3**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

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

**Problem Statement 4**: Thirty-four percent of the parents surveyed perceive that the overall school quality is poor.

**Root Cause 4**: The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.

**Problem Statement 4 Areas**: Perceptions
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
• Student surveys and/or other feedback
• Class size averages by grade and subject
• School safety data
• Enrollment trends

Employee Data

• Professional learning communities (PLC) data
• 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
• T-PESS data

Parent/Community Data

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

Support Systems and Other 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
• Action research results
Goals

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

**Performance Objective 1:** By June 2023, 70% of students will reach at least Approaches and at least 40% will reach Meets on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 3  Approaches- 70%, Meets- 40%, Masters- 20%
Grade 4  Approaches- 70%, Meets-40%, Masters-20%
Grade 5  Approaches- 70%, Meets-40%, Masters- 20%
Grades 3-5  Approaches- 70%, Meets- 40%, Masters- 20%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

**Evaluation Data Sources:** MAP testing {BOY/MOY/EOY}
Campus Benchmark testing
District Assessments
Amplify Assessments
STAAR 2023
Strategy 1 Details

**Strategy 1:** Intermediate Reading Teachers will be trained to internalize and execute specific components of the Amplify ELAR/SLAR curriculum so students can enhance their reading abilities.

**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 10%
- December 15%
- March 25%
- May 40%

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

- **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

**Problem Statements:**
- Demographics 1 - Student Learning 1 - School Processes & Programs 1
### 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 percentages in the Meets Level after assessment taken on or around the following months:
- October 10%
- December 15%
- March 25%
- May 40%

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

**- TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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

**Funding Sources**: Student Support Specialist - 199 State SCE - State Compensatory Education (PIC - $75,000

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<th>Performance Objective 1 Problem Statements:</th>
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#### Demographics

**Problem Statement 1**: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause**: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

#### Student Learning

**Problem Statement 1**: Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. **Root Cause**: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

#### School Processes & Programs

**Problem Statement 1**: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2023, 70% of students will reach at least Approaches and at least 40% will reach Meets on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 3  Approaches- 70%, Meets- 40%, Masters- 20%
Grade 4  Approaches- 70%, Meets-40%, Masters-20%
Grade 5  Approaches- 70%, Meets-40%, Masters- 20%
Grades 3-5 Approaches- 70%, Meets- 40%, Masters- 20%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources: MAP testing {BOY/MOY/EOY}
Campus Benchmark testing
District Assessments
Eureka Assessments
STAAR 2023
**Strategy 1 Details**

**Strategy 1:** Intermediate Math Teachers will be trained on the internalization of specific concepts in the Eureka Math curriculum so students can enhance their problem-solving skills.

**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 10%
- December 15%
- March 25%
- May 40%

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

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

**Funding Sources:** Math Coach - 199 State SCE - State Compensatory Education (PIC - $75,000)

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# Strategy 2 Details

**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 percentages in the Meets Level after assessment taken on or around the following months:
- October 10%
- December 15%
- March 25%
- May 40%

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

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals,
  - Build a foundation of reading and math,
  - Connect high school to career and college,
  - 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

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

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

### Student Learning

**Problem Statement 1:** Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. **Root Cause:** Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

### School Processes & Programs

**Problem Statement 1:** Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2023, 70% of 5th grade students will reach at least Approaches and at least 40% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 5  Approaches- 70%, Meets- 40%, Masters- 20%

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

**Evaluation Data Sources:** Campus Benchmark testing
District Assessments
LAB Assessments
STAAR 2023

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<td><strong>Strategy 1:</strong> Fifth Grade Science Teachers and Academic Generalist will be trained and implement both demonstration and group labs with fidelity so students can enhance their knowledge of science and apply skills to their everyday lives. <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: October 10% December 15% March 25% May 40% <strong>Staff Responsible for Monitoring:</strong> Administration Team Academic Specialist Instructional Specialist Student Support Specialist Science Lead <strong>- TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, 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>Problem Statements:</strong> Demographics 1 - School Processes &amp; Programs 1</td>
<td>Formative</td>
</tr>
<tr>
<td>Oct</td>
<td>Dec</td>
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</table>
# Strategy 2 Details

**Strategy 2:** Fifth Grade Science Teachers and Academic Generalist 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.

**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%
- February 20%
- April 30%
- May 40%

**Staff Responsible for Monitoring:** Campus Administration
Science Lead

- **TEA Priorities:** 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

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

**Funding Sources:** STEM Scopes - 211 Title I, Part A - $3,527.50

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<th>Formative</th>
<th>Summative</th>
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<td>Oct</td>
<td>Dec</td>
<td>Mar</td>
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</table>

## Strategy 3 Details

**Strategy 3:** All students in grade K-5 will attend and participate in a weekly rotation of Science that will include an emphasis on vocabulary and hands-on labs.

**Strategy's Expected Result/Impact:** Students will gain experiences through:
1. Learning/Mastering 10 vocabulary words per nine weeks.
2. Participating/Applying 2 science labs per nine weeks.

**Staff Responsible for Monitoring:** Academic Generalist
Science Lead

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

- **ESF Levers:**
  - Lever 5: Effective Instruction

**Targeted Support Strategy**

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</table>

Performance Objective 3 Problem Statements:
### Demographics

**Problem Statement 1:** With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

### School Processes & Programs

**Problem Statement 1:** Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

Phonological Awareness 95% On Track
Letter Sound Correspondence 95% On Track
Early Writing 95% On Track

HB3 Goal

Evaluation Data Sources: Teacher Created Weekly Assessments
Circle Testing {BOY/MOY/EOY}

Strategy 1 Details

Strategy 1: PK teachers will implement with fidelity The Creative Curriculum for Texas by Amplify to enhance their student's literacy skills.

Strategy's Expected Result/Impact: Students will gain the following percentages in the "On Target" Level after assessment taken on or around the following months:
BOY 50%
MOY 75%
EOY 95%

Staff Responsible for Monitoring: Administration Team
Academic Specialist
Instructional Specialist
Student Support Specialist
AVANCE support staff

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Problem Statements: Demographics 1 - School Processes & Programs 1

Reviews

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

Performance Objective 4 Problem Statements:
### Demographics

**Problem Statement 1:** With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

### School Processes & Programs

**Problem Statement 1:** Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math 95% On Track

HB3 Goal

Evaluation Data Sources: Teacher Created Weekly Assessments
Circle Testing {BOY/MOY/EOY}

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: PK teachers will 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>Strategy's Expected Result/Impact: 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 50%</td>
<td></td>
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<tr>
<td>MOY 75%</td>
<td></td>
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<tr>
<td>EOH 95%</td>
<td></td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: Administration Team</td>
<td></td>
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<tr>
<td>Academic Specialist</td>
<td></td>
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<tr>
<td>Instructional Specialist</td>
<td></td>
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<tr>
<td>Student Support Specialist</td>
<td></td>
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<tr>
<td>AVANCE support staff</td>
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</tr>
</tbody>
</table>

- **TEA Priorities:**
  Recruiting, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

Performance Objective 5 Problem Statements:
### Demographics

**Problem Statement 1:** With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

### School Processes & Programs

**Problem Statement 1:** Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

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

Grade 3 63% On/Above (2022) to 70% On/Above (2023)
Grade 4 66% On/Above (2022) to 70% On/Above (2023)
Grade 5 66% On/Above (2022) to 70% On/Above (2023)

Evaluation Data Sources: Amplify Assessments
Teacher Created Assessments
District Assessments
MAP Testing {BOY/MOY/EOY}

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Intermediate Reading Teachers will implement comprehension strategies {predicting/questioning/making inferences} during the Blended Learning Block to enhance student's literacy skills.</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 50%</td>
<td></td>
</tr>
<tr>
<td>MOY 60%</td>
<td></td>
</tr>
<tr>
<td>EOY 70%</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Team</td>
<td></td>
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<tr>
<td>Academic Specialist</td>
<td></td>
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<tr>
<td>Literacy Coach</td>
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<tr>
<td>Instructional Specialist</td>
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<tr>
<td>Student Support Specialist</td>
<td></td>
</tr>
<tr>
<td>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 1 - School Processes &amp; Programs 1</td>
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</tr>
</tbody>
</table>

Performance Objective 6 Problem Statements:
**Demographics**

**Problem Statement 1**: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause**: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

---

**School Processes & Programs**

**Problem Statement 1**: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2022 On/Above</th>
<th>2023 On/Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>40%</td>
<td>70%</td>
</tr>
<tr>
<td>Grade 01</td>
<td>41%</td>
<td>70%</td>
</tr>
<tr>
<td>Grade 02</td>
<td>49%</td>
<td>70%</td>
</tr>
<tr>
<td>Grade 03</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td>Grade 04</td>
<td>74%</td>
<td>70%</td>
</tr>
<tr>
<td>Grade 05</td>
<td>54%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**HB3 Goal**

**Evaluation Data Sources:** Eureka Assessments
Teacher Created Assessments
District Assessments
MAP Testing {BOY/MOY/EOY}
### Strategy 1 Details

**Strategy 1:** Math Teachers will implement the learning of basic math facts during the Blended Learning Block to enhance student's problem-solving and analytical skills while incorporating class/grade-level contests.  
- Kinder - Digit Identification  
- First Grade - Addition  
- Second Grade - Subtraction  
- Third Grade - Multiplication  
- Fourth Grade - Multiplication & Division  
- Fifth Grade - Multiplication & Division

**Strategy's Expected Result/Impact:** Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months:  
- BOY 50%  
- MOY 60%  
- EOY 70%

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

- **TEA Priorities:**  
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  
- **ESF Levers:**  

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

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### Performance Objective 7 Problem Statements:

#### Demographics

**Problem Statement 1:** With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

---

#### Student Learning

**Problem Statement 1:** Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. **Root Cause:** Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

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**Reviews**

<table>
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<tr>
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<td>Oct</td>
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- **No Progress**  
- **Accomplished**  
- **Continue/Modify**  
- **Discontinue**
School Processes & Programs

| Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning. |
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2023 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

**HB3 Goal**

**Evaluation Data Sources:** Amplify Assessments
Teacher Created Assessments
District Assessments
mClass Testing {BOY/MOY/EOY}

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Primary Reading Teachers will implement fluency strategies {vocabulary/sight words/text selection} during the Blended Learning Block to enhance student's literacy skills. <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: BOY 50% MOY 60% EOY 70% <strong>Staff Responsible for Monitoring:</strong> Administration Team Academic Specialist Literacy Coach Instructional Specialist Student Support Specialist</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Oct</td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</td>
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</tbody>
</table>
**Strategy 2 Details**

**Strategy 2:** Primary Interventionist will use mClass intervention to provide Tier 2 and Tier 3 students intentional support in Reading.

**Strategy's Expected Result/Impact:** Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months:
- BOY 50%
- MOY 60%
- EOY 70%

**Staff Responsible for Monitoring:** Primary Interventionist
- Literacy Coach
- Academic Specialist

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:**
- Lever 5: Effective Instruction
- Targeted Support Strategy

**Problem Statements:** Demographics 1

**Funding Sources:** Interventionist K-2 Reading - 199 State SCE - State Compensatory Education (PIC - $75,000)

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<th>Reviews</th>
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**Performance Objective 8 Problem Statements:**

**Demographics**

**Problem Statement 1:** With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

**Student Learning**

**Problem Statement 1:** Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. **Root Cause:** Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

**School Processes & Programs**

**Problem Statement 1:** Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2023, the campus attendance rate will improve to a minimum of 93%.

2019 rate: 94.0%  2020 rate 96.3%  2021 rate 91.3%  2022 rate 90.1%
Source: District - Year Over Year Attendance % by School (Decision Ed)

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</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 in a 3 week period.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Daily average attendance will increase to 90% in October 2022, 91% by February 2023, and 92% by May 2023.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Attendance Clerk Teachers of Record</td>
<td><strong>- TEA Priorities:</strong> Improve low-performing schools <strong>- ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <strong>Problem Statements:</strong> Demographics 1 - Perceptions 1</td>
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<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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<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><strong>Strategy's Expected Result/Impact:</strong> Daily average attendance will increase to 90% in October 2022, 91% by February 2023, and 92% by May 2023.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Attendance Clerk SIMS Clerk Teachers of Record</td>
<td><strong>- TEA Priorities:</strong> Improve low-performing schools <strong>Problem Statements:</strong> Demographics 1 - Perceptions 1</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**: 1) Daily average attendance will increase to 90% in October 2022, 91% by February 2023, and 92% by May 2023.
2) 3rd-5th grade students will meet "expected" goals on fitness gram assessment in May 2023.

**Staff Responsible for Monitoring**: PE coach
Administration
School Nurse

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

**Problem Statements**: Demographics 1

### Performance Objective 9 Problem Statements:

#### Demographics

**Problem Statement 1**: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause**: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

#### Perceptions

**Problem Statement 1**: Thirty-four percent of the parents surveyed perceive that the overall school quality is poor. **Root Cause**: The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.
Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

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

HB3 Goal

Evaluation Data Sources:Campus Created Assessments
District Created Assessments
MAP Data
mClass Data
PK Circle Data
STAAR Results
Attendance
Grades
Discipline

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Hire and retain 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}</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> All certified teachers will move from Developing in T-TESS to Proficient or maintain in Proficient or above status by EOY. Students will grow an academic category by EOY.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration</td>
<td>Formative</td>
</tr>
<tr>
<td>Leadership Staff</td>
<td>Oct</td>
</tr>
<tr>
<td>Teacher's of Record</td>
<td></td>
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</tbody>
</table>

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Additional Staff - Academic Specialist - 211 Title I, Part A - $80,000, Additional Staff - Instructional Specialist - 211 Title I, Part A - $80,000, Additional Staff - Instructional Paraprofessionals - 211 Title I, Part A - $75,000
**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:** Targeted 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
- Reading Interventionist

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

<table>
<thead>
<tr>
<th>Reviews</th>
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Bammel Elementary  
Generated by Plan4Learning.com  
Campus #101919102  
September 15, 2022 10:46 AM
Strategy 3: Math interventionists will use Math Companion by Perfection Learning with targeted students {GT/EL/Tier 2/Tier3} to accelerate instruction and move students to their next achievement level.

**Strategy's Expected Result/Impact:** Targeted 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
- Math Interventionist

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**

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

**Funding Sources:** Math Companion - Perfection Learning - 211 Title I, Part A - $889.15

<table>
<thead>
<tr>
<th>Strategy 3 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 3:</strong> Math interventionists will use Math Companion by Perfection Learning with targeted students {GT/EL/Tier 2/Tier3} to accelerate instruction and move students to their next achievement level.</td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Targeted 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</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Team Academic Specialist Literacy Coach Instructional Specialist Student Support Specialist Math Interventionist</td>
<td><strong>Summative</strong></td>
</tr>
<tr>
<td><strong>- TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><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</td>
<td><strong>Dec</strong></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 1 - Student Learning 1</td>
<td><strong>Mar</strong></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Math Companion - Perfection Learning - 211 Title I, Part A - $889.15</td>
<td><strong>June</strong></td>
</tr>
</tbody>
</table>
### Strategy 4 Details

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

**Strategy's Expected Result/Impact:** Targeted 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 Specialist
- Instructional Specialist
- Student Support Specialist
- Academic Coaches
- Core Teachers

**TEA Priorities:**
- Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:**

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

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

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

### Strategy 5 Details

**Strategy 5:** The 21st Century After-School Program will provide remediation and enrichment in reading and mathematics.

**Strategy's Expected Result/Impact:** Students enrolled in the 21st century program 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  

- **TEA Priorities:**  
  Build a foundation of reading and math, Improve low-performing schools  
- **ESF Levers:**  
  Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction  

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

---  

**Performance Objective 1 Problem Statements:**  

<table>
<thead>
<tr>
<th>Demographics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. <strong>Root Cause:</strong> Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. <strong>Root Cause:</strong> Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.</td>
<td></td>
</tr>
</tbody>
</table>
Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2023, 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.

   Evaluation Data Sources: Parent Surveys
   Parent Participation Rates in school activities

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The campus parent liaison will ensure parents are kept abreast of all instructional outcomes that are expected by their children using various modes of communication.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The number of communication efforts will increase by 25% in December 2022 and 50% by May 2023.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Parent Liaison Administration Grade-Level Team Leaders</td>
<td></td>
</tr>
<tr>
<td><strong>Title I:</strong></td>
<td></td>
</tr>
<tr>
<td>4.1, 4.2</td>
<td></td>
</tr>
<tr>
<td>- TEA Priorities:</td>
<td></td>
</tr>
<tr>
<td>Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td>- ESF Levers:</td>
<td></td>
</tr>
<tr>
<td>Lever 3: Positive School Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Perceptions 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Parent Liaison Stipend - 211 Title I, Part A - $2,000</td>
<td></td>
</tr>
</tbody>
</table>
Strategy 2 Details

**Strategy 2**: Bammel ES will collaborate with the 21st-century Program to ensure a strong home/school connection. The program will offer 2 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:
- October - 25 parents
- February - 40 parents

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

- **TEA Priorities**:
  - Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers**:
  - Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

**Funding Sources**: Parent Resource Books - 211 Title I, Part A - $2,000

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 on and off campus.

**Strategy's Expected Result/Impact**: Number of parents in each session:
- Fall 2022 - 25 - parents
- Spring 2023 - 40 parents

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

- **TEA Priorities**:
  - Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers**:
  - Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Performance Objective 1 Problem Statements:
<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. <strong>Root Cause</strong>: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Thirty-four percent of the parents surveyed perceive that the overall school quality is poor. <strong>Root Cause</strong>: The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.</td>
</tr>
</tbody>
</table>
Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

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

Evaluation Data Sources: Quaver SEL - Usage Documentation
Sign In Sheets
Participation Documentation

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Teachers will implement the Quaver-SEL curriculum with fidelity to promote mental health coping skills.</td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Percentage of students that will be able to self-regulate when discomfort, stress, and/or external conflict arises: MOY: 50% EOY: 80%</td>
<td>Oct</td>
</tr>
</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** Teachers will implement community circles in their classroom to build inclusion, trust, and student voice.

**Strategy's Expected Result/Impact:** Percentage of students that will be able to self-regulate when discomfort, stress, and/or external conflict arises:
- MOY: 50%
- EOY: 80%

**Staff Responsible for Monitoring:** Administration Team
- Counselors
- Team Leaders

- **TEA Priorities:**
  - 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>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

| Performance Objective 1 Problem Statements: |

#### Demographics

**Problem Statement 1:** With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

#### Perceptions

**Problem Statement 1:** Thirty-four percent of the parents surveyed perceive that the overall school quality is poor. **Root Cause:** The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.
**Goal 5:** OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel

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

**Evaluation Data Sources:** Enrollment data
Attendance data
Success Walk Results {Fall} / {Spring}

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** We will maintain student enrollment as predicted of 790 students through engaging students, parents, and the community at their residence. The campus will participate in {2} home visit campaigns both in the Fall semester and Spring semester.  
  **Strategy’s Expected Result/Impact:** 5% in reduction of withdrawals by May 2023.  
  **Staff Responsible for Monitoring:** Administration  
  Attendance Committee  
  Team Leaders |
| **Title I:**  
  2.6, 4.1  
  - **TEA Priorities:** Improve low-performing schools  
  - **ESF Levers:** Lever 3: Positive School Culture  
  **Problem Statements:** Demographics 1 - Perceptions 1 |
| **Formative** | **Summative** |
| Oct | Dec | Mar | June |

**Performance Objective 1 Problem Statements:**

**Problem Statement 1:** With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

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</tr>
<tr>
<td>Perceptions</td>
</tr>
<tr>
<td>-------------</td>
</tr>
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<td><strong>Problem Statement 1</strong>: Thirty-four percent of the parents surveyed perceive that the overall school quality is poor. <strong>Root Cause</strong>: The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.</td>
</tr>
</tbody>
</table>
Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

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

Evaluation Data Sources: PD Sign-In Sheets
T-Tess Documentation
Coaching Feedback Forms
PD Participation Certificates

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> All staff members will attend and participate in Professional Learning as outlined in their individual passport by the end of March 2023.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 90% of staff will attend professional learning requirements.</td>
<td>Oct</td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Administration
Leadership Team | | | |
| **Title I:** | 2.4, 2.5 |
| **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | | |
| **- ESF Levers:** Lever 1: Strong School Leadership and Planning | | | |
| **Problem Statements:** Student Learning 1 - School Processes & Programs 1 | | | |

Performance Objective 1 Problem Statements:

**Student Learning**

**Problem Statement 1:** Intermediate STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. **Root Cause:** Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

**School Processes & Programs**

**Problem Statement 1:** Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
State Compensatory

Budget for Bammel Elementary

Total SCE Funds: $305,500.00
Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

With the SCE funds additional support staff will be hired to support the new curriculum and academic learning needs of classroom teachers and students. The funds will also be used to provide supplemental pay to teachers that provide high dosage tutoring through out the school year.

Personnel for Bammel Elementary

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvin Mitchell</td>
<td>Math Coach</td>
<td>1</td>
</tr>
<tr>
<td>Frieayda Eakins</td>
<td>Student Support Specialist</td>
<td>1</td>
</tr>
<tr>
<td>LaToya Landry</td>
<td>Interventionist {Reading}</td>
<td>1</td>
</tr>
<tr>
<td>Shavonishia Jackson</td>
<td>At-Risk Counselor</td>
<td>1</td>
</tr>
</tbody>
</table>
Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved will be noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The campus goal is to conduct at least 2 meetings during the 2022-23 fall semester (July 2022-December 2022) and at least 3 meetings during the 2021-2022 spring semester (January 2023-July 2023).

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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 list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section. On our campus our committee is comprised of the following eight (8) members: an administrator, a campus level support staff member, (2) teachers, a community partner, a business partner, a parent, and lastly a district representative.

2.2: Regular monitoring and revision

The campus improvement plan is monitored and revised regularly. The CIP committee meets monthly to review goals and data used thus far to ensure strategies are being performed with fidelity. Formative reviews are also conducted to ensure quarterly data points are being reached. If the committee agrees to adjustments and/or changes, the CIP will be corrected accordingly.

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

The CIP will be available to parents both electronically and in a "hard copy" format in the languages of English and Spanish. The CIP will be presented to parents on the last week of August 2022 during "Open House". A hard copies of the actual document will be available in the front office and the Parent Center on campus.
2.4: Opportunities for all children to meet State standards

Our campus will transform the educational experience and improve outcomes through personalized learning, integrated technology, enhanced curricular opportunities, and a focus on social/emotional supports. The following six inputs will be used to consistency throughout the grade-levels:

1. High Quality Curriculum
2. Blended Learning
3. Extended Day - 21st Century After-School Program
4. High Dosage Tutoring
5. Diagnostic Assessments
6. Mental Health & Social Resilience

2.5: Increased learning time and well-rounded education

At Bammel Elementary increased learning time will be utilized through our 21st Century After-school program that has 100 participants in grades PK-5. These students will have additional 10 hours of learning time a week. In addition, our high-dosage tutorials will include students that need acceleration as well as intervention. These targeted students will complete 6 weeks of 90 minutes academic instruction 2 days a week each semester.

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

All student needs will be address accordingly based on analysis of assessment data. Students will be given the opportunity to self-correct, small group instruction, blended learning stations incorporating the use of technology and academic software. Parent support is key to ensure there is a home-school connection. For this reason, the campus will engage in home visits to ensure parents are aware of student's academic and social-emotional growth expectations.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The CIP will be reviewed annually. Each May, the CIP committee will discuss and review the strengths and opportunities for growth that
come forward from the plan. This work is vital to set the standard expectations for the following year's CIP.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The development and distribution of the Parent and Family Engagement Policy will be completed during the months of July and August 2022. The Campus Family Engagement Liaison will ensure parents are communicated to in various modes including: marque, emails, blackboard parent connect, letters, phone calls and home visits.

4.2: Offer flexible number of parent involvement meetings

Bammel Elementary School will offer the at least four parent involvement meetings each semester that included but is not limited to:

1. Meet the Teacher Night
2. Open House
3. State Assessment Awareness Night
4. Curriculum Nights {Math / Literacy / Science}
5. Parent Homework Help Night
6. Fine Arts Nights {Music / Art}
7. Title 1 Awareness Meeting
8. Parent/Teacher Conference Days

5. Targeted Assistance Schools Only

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

The students that will be monitored and served with intentionally are as follows:

1. All Students (% at meets in reading and math)
2. All Students (Domain I by population=student success)
3. Economic Disadvantaged
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delicia Bradley</td>
<td>Paraprofessional</td>
<td>Title 1</td>
<td>1</td>
</tr>
<tr>
<td>Jilnell Smith</td>
<td>Academic Specialist</td>
<td>Title 1</td>
<td>1</td>
</tr>
<tr>
<td>Suzy Solano</td>
<td>Instructional Specialist</td>
<td>Title 1</td>
<td>1</td>
</tr>
<tr>
<td>Yoanna Toxqui</td>
<td>Paraprofessional</td>
<td>Title 1</td>
<td>1</td>
</tr>
</tbody>
</table>
# Campus Funding Summary

## 199 General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $0.00

**Budgeted Fund Source Amount** $38,244.00

**+-/ Difference** $38,244.00

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Student Support Specialist</td>
<td>$75,000.00</td>
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<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Math Coach</td>
<td>$75,000.00</td>
<td></td>
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<tr>
<td>1</td>
<td>8</td>
<td>2</td>
<td>Interventionist K-2 Reading</td>
<td>$75,000.00</td>
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<tr>
<td>2</td>
<td>1</td>
<td>4</td>
<td>Supplemental Teacher Pay</td>
<td>$5,500.00</td>
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<td>4</td>
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<td>1</td>
<td>At-Risk Counselor</td>
<td>$75,000.00</td>
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</table>

**Sub-Total** $305,500.00

**Budgeted Fund Source Amount** $305,500.00

**+-/ Difference** $0.00

## 211 Title I, Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>STEM Scopes</td>
<td>$3,527.50</td>
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<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Additional Staff - Instructional Specialist</td>
<td>$80,000.00</td>
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<tr>
<td>2</td>
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<td>1</td>
<td>Additional Staff - Instructional Paraprofessionals</td>
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<tr>
<td>2</td>
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<td>1</td>
<td>Additional Staff - Academic Specialist</td>
<td>$80,000.00</td>
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<tr>
<td>2</td>
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<td>3</td>
<td>Math Companion - Perfection Learning</td>
<td>$889.15</td>
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<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Parent Liaison Stipend</td>
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<td>3</td>
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<td>2</td>
<td>Parent Resource Books</td>
<td>$2,000.00</td>
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</table>

**Sub-Total** $243,416.65

**Budgeted Fund Source Amount** $287,200.00

**+-/ Difference** $43,783.35
<table>
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<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $0.00

| Budgeted Fund Source Amount | $36,300.00 |
| +/- Difference               | $36,300.00 |

**Grand Total Budgeted** $667,244.00

| Grand Total Spent            | $548,916.65 |
| +/- Difference               | $118,327.35 |