

Lamar Consolidated Independent School District

Adolphus Elementary

2023-2024 Campus Improvement Plan



Mission Statement

One Team

One Goal

Every Child

Vision

Adolphus Elementary is committed to growing the whole child in a loving, engaging, and safe environment in order to create memorable experiences that promote excellence in academics and empower our students to be confident and independent lifelong learners.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	6
Goals	8
Goal 1: By June 2024, 3rd Grade students will perform at or above 89% proficiency on the 3rd Grade Math STAAR by scoring approaches or higher.	8
Goal 2: By June 2024, the percentage of students in grades 3-5 who indicate that they are experiencing being teased or annoyed by other students, as evident in question 6 of the District Social Emotional Wellness Screener, will decrease from 34% in 2022-2023 to 20%.	14
Goal 3: By June 2024, we will implement and provide social and emotional support to students utilizing PBIS (Positive Behavior Intervention System) by creating a positive school climate where students learn and grow through consistent campus-wide expectations supported by all staff resulting in a reduction in referrals by 10% from 2022-2023.	21
Goal 4: By June of 2024, 88% or more of our students in grade level K-2 will be at or above the district reading level expectation as measured by the GRA Assessment.	27
State Compensatory	32
Budget for Adolphus Elementary	32
Personnel for Adolphus Elementary	32
Campus Funding Summary	33

Comprehensive Needs Assessment

Revised/Approved: June 20, 2023

Demographics

Demographics Summary

Adolphus Elementary opened in the fall of 2013 as a K - 5th grade campus in Lamar Consolidated ISD. In 2020, we opened a pre-kindergarten program that has grown to the enrollment size of 54 students. We serve Long Meadow Farms community, Lost Creek, Grand Trails, Creekside and four apartment complexes. Our current enrollment is 988 students. Enrollment data reveals the White student population continues to be the largest group with 42% followed by 23% Hispanic, 17% Black or African American, 12% Asian, 5% Two or More Races, and .3% American Indian. 17% of our students receive ESL services, 12% of our students are served under the special education umbrella, and 37% are considered at-risk. This ethnicity information was obtained based on the TAPR report for 2021- 2022.

Demographics Strengths

Our school community has a diverse student population with representation from six cultural backgrounds. There are 26 different languages spoken by our families at Adolphus.

Priority Problem Statements

Problem Statement 1: 69% of Adolphus 3rd grade students scored approaches and 32%% scored meets on 2023 STAAR Math.

Root Cause 1: 3rd grade did not implement morning math work and Bulldog Learning Time in the same manner as 4th and 5th grade during the 2022-2023 school year. Also third grade started later in the year with preparing students with the new STAAR format. Strategic focus on building TEKS knowledge, completing spiral practice with fidelity and committing to using Bulldog Learning Time to move student forward.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 15.83% of Kindergarten - 2nd grade students were below EOY GRA expectations

Root Cause 2: Additional support is needed to strengthen the foundational literacy skills with the Science of Teaching Reading for the teachers. Additionally, the kinder team needs more training on Heggerty because they were using a portion of it incorrectly all year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus discipline (high stake behavior) and attendance was an overall campus concerns for the 2022-23 school year.

Root Cause 3: Inconsistent campus behavior expectations across grade levels, deficient attendance reporting procedures and specific district attendance guidelines for attendance.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: On the beginning of the year District Wellness screener 24% of students in grades 3-5 indicated that they had been annoyed or teased by other student. This increased to 36% on the end of the year screener.

Root Cause 4: By the end of the year students may not have developed skills and strategies to address the annoying and teasing behavior which left them feeling frustrated that those behaviors continued.

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
- HB3 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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 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
- Emergent Bilingual (EB) /non-EB 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Goals



Goal 1: By June 2024, 3rd Grade students will perform at or above 89% proficiency on the 3rd Grade Math STAAR by scoring approaches or higher.












Performance Objective 1: Teachers will implement the essential components of the math workshop (warm-up, mini-lesson, small groups and workstations, and closing/reflection).

High Priority

HB3 Goal

Evaluation Data Sources: Lesson plans, Collaborative Planning debriefing, Instructional Leadership walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teachers will provide on-going whole group number talks and fact fluency 3-5 times per week during Tier 1 instruction as outlined in the district on-going TEKS plan.</p> <p>Strategy's Expected Result/Impact: The expected result is an increase in number sense for third grade students in order to achieve grade level standards and close achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In Guided Math, the focus will be implementing workstations and modeling accountability procedures such as math journals and/or digital portfolios as evidence of student learning.</p> <p>Strategy's Expected Result/Impact: Workstations provide targeted practice for students to continue to master the concepts outside of direct instruction. This will provide students with a likely chance of retention of material.</p> <p>Staff Responsible for Monitoring: Math Teachers, Instructional Coaches, Administrators</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$49,136.29</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers in Grades 2-5 will provide targeted, spiral morning work will be completed every morning before and during announcements.</p> <p>Strategy's Expected Result/Impact: Spiraling curriculum encourages the reinforcement of previously taught skills and allow students to practice to mastery skills needed for attainment by the end of the school year.</p> <p>Staff Responsible for Monitoring: Administrator - during morning duty walkabout</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase mathematical discourse utilizing resources such as sentence stems and targeted academic vocabulary for Emergent Bilinguals and all At-Risk sub-pops.</p> <p>Strategy's Expected Result/Impact: Increase language proficiency by at least 1 level as measured by TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers - lesson plans, Instructional Coaches & ESL Specialist- weekly planning , Administrators - walk throughs.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
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Goal 1: By June 2024, 3rd Grade students will perform at or above 89% proficiency on the 3rd Grade Math STAAR by scoring approaches or higher.

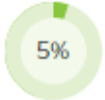
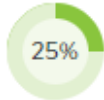
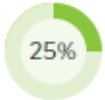




Performance Objective 2: Teachers will implement research based tier one instruction based on the Lamar CISD math expectations at each grade level.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson plans, Instructional Leadership Walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilizing Eduphoria, teachers in grades 2-5 will create and administer two summative assessments per nine weeks that are aligned to STAAR 2.0.</p> <p>Strategy's Expected Result/Impact: As classroom summative assessment more closely align with STAAR 2.0, students will see a direct correlation between the classroom assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers - creating and administering summative assessments Instructional Coaches - reviewing assessment and providing feedback; disaggregating data during PLC</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and Instructional Coaches will meet weekly for collaborative planning utilizing district instructional resources that outline the expected instructional TEKS per grade period to design appropriate and effective lesson plans and assessments.</p> <p>Strategy's Expected Result/Impact: Through the in-depth look at how math learning should occur, teachers and instructional coaches will increase their knowledge of the math TEKS and it will have positive impact of student learning.</p> <p>Staff Responsible for Monitoring: Instructional Coaches - keep weekly notes of meetings</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The librarian will provide enrichment/extension activities to support student academic growth in math by using STEM materials and task cards with students when conducting stations in the library.</p> <p>Strategy's Expected Result/Impact: Students will receive ability specific instruction to meet instruction needs required for academic growth.</p> <p>Staff Responsible for Monitoring: Librarian - creating and implementing lesson plans Administrators - conducting walk throughs Instructional Coaches - meeting regularly with librarian to create lesson plans</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will provide quick, low-stakes checks for understanding by using different formative assessments (exit tickets, pre-checks, higher level questioning, station work, digitally - constructive writing responses) to demonstrate mastery and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Through their effective use, they are strong measures of student achievement and important guides for teacher performance. Ultimately student performance will match end of year testing results.</p> <p>Staff Responsible for Monitoring: Instructional Leadership team - through walkthroughs, instructional rounds and PLCs Teachers - daily monitoring ESL</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
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Goal 1: By June 2024, 3rd Grade students will perform at or above 89% proficiency on the 3rd Grade Math STAAR by scoring approaches or higher.








Performance Objective 3: Ensure all math students, including at-risk, receive support and additional time for intervention at Tier 2 and Tier 3 through MTSS.

High Priority

HB3 Goal

Evaluation Data Sources: MTSS Spreadsheets, Anecdotal Notes from Campus Tutor, Sign-In Sheets for Tutorials/BLT









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop instructional plans for identified students through formative and summative assessment data and provide intervention instruction.</p> <p>Strategy's Expected Result/Impact: Through the use of a math tutor students will be provided intense guided instruction to close gaps and increase retention of new skills.</p> <p>Staff Responsible for Monitoring: Teachers - entering data in spreadsheet Instructional Coaches - maintain spreadsheets Math Tutor - Lessons Plans and Data Collection sheet</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$6,402</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The MTSS Team will meet at the end of every six weeks to analyze student data to make instructional adjustments and provide additional academic support where needed.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed a year's worth of growth by the end of the academic school year.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administrators- maintain data spreadsheet and support staff when needed</p> <p>Teachers - monitor and adjust instruction based on data</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide all third grade students with access to individualized and differentiated online instruction through DreamBox.</p> <p>Strategy's Expected Result/Impact: The expected result will be measured by student weekly participation with the completion of at least five lessons. The impact is measured by the analysis of student participation that reflects student gains in areas of identified learning gaps.</p> <p>Staff Responsible for Monitoring: Instructional Coach - Dreambox Prize Patrol Teachers - Dreambox Dashboard and folders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By June 2024, the percentage of students in grades 3-5 who indicate that they are experiencing being teased or annoyed by other students, as evident in question 6 of the District Social Emotional Wellness Screener, will decrease from 34% in 2022-2023 to 20%.

Performance Objective 1: Staff will implement the Ron Clark House System, so students can build positive relationships with staff members and other students.

Evaluation Data Sources: none

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Pre-K students, new Kindergarteners and other students who are new to Adolphus will be sorted into their House in September 2023.</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to meet and bond with students who may not be in their class or grade level. Students will also develop a sense of belonging to the House family.</p> <p>Staff Responsible for Monitoring: House leaders and counselors</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will award house points for positive behaviors and academic successes to allow for students to work together to win the nine week House Challenge.</p> <p>Strategy's Expected Result/Impact: Students will hold each other accountable and work together to win the most points and earn the reward. This will allow for opportunities to encourage and support each other and to work as a team.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be grouped in their Houses to participate in House bonding days and House pep rallies every nine weeks.</p> <p>Strategy's Expected Result/Impact: Students will be able to participate in engaging activities that are designed to help them develop positive relationships with the students and staff members in their House.</p> <p>Staff Responsible for Monitoring: House Bonding and House Pep Rally committees</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: A House Student Council consisting of elected 4th and 5th grade students will be formed to promote student leadership and philanthropy.</p> <p>Strategy's Expected Result/Impact: Students in House Council will lead the campus in different initiatives throughout the year that are designed to positively impact the students, school and community.</p> <p>Staff Responsible for Monitoring: counselors</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify












Discontinue

Goal 2: By June 2024, the percentage of students in grades 3-5 who indicate that they are experiencing being teased or annoyed by other students, as evident in question 6 of the District Social Emotional Wellness Screener, will decrease from 34% in 2022-2023 to 20%.

Performance Objective 2: Staff will implement a PBIS incentive program that identifies and reinforces student behaviors that are expected campus-wide.











Evaluation Data Sources: Campus assistant principals will review monthly discipline referrals and consult with counselors.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify, model, and reinforce the expected behaviors in all areas of the building (Bistro, Restrooms, Hallway/ Transitions, Recess, Dismissal).</p> <p>Strategy's Expected Result/Impact: Students will understand what is expected of them when they are in each area of the building and be held accountable for their behavior.</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus assistant principals and counselors will meet with all students in grade levels 3-5 to reinforce and emphasize the PBIS program's expectations and incentives. Classroom teachers in grades PK-2 will collaborate with admin and counselors and meet with their students about expectations and incentives.</p> <p>Strategy's Expected Result/Impact: Students will understand that these expectations are expected campus-wide from all staff members, and the leadership team is committed to holding them accountable.</p> <p>Staff Responsible for Monitoring: APs and counselors, PK-2 teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All classroom teachers will utilize Class Dojo to awards students points for positive behaviors that can be redeemed for prizes. Non-classroom teachers/ staff members will reward students will Bulldog bucks that are to be exchanged for Dojo points.</p> <p>Strategy's Expected Result/Impact: Students positive behaviors will be reinforced.</p> <p>Staff Responsible for Monitoring: all staff members</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By June 2024, the percentage of students in grades 3-5 who indicate that they are experiencing being teased or annoyed by other students, as evident in question 6 of the District Social Emotional Wellness Screener, will decrease from 34% in 2022-2023 to 20%.

Performance Objective 3: Counselors will complete the steps necessary to earn a No Place for Hate designation for the 2023-2024 school year.

Evaluation Data Sources: Designation status

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In September 2023, a No Place for Hate coalition that consists of a small group of 5th grade students, the counselors, an assistant principal, teachers and parents will be formed. The initiative will be introduced to the campus, and all students, staff, and parents will sign the Resolution of Respect.</p> <p>Strategy's Expected Result/Impact: The coalition will be established and respectful expectations will be explained.</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During Bullying Prevention Month in October, the counselors will teach bullying prevention lessons and provide activities for all students. The counselors will also host a bullying prevention assembly for grades 3-5.</p> <p>Strategy's Expected Result/Impact: Students will be able to identify different forms of bullying and develop strategies for preventing and addressing bullying that they may witness or experience.</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During Bullying Prevention Month in October, the librarian will read books and teach lessons that promote anti-bullying awareness for all library classes.</p> <p>Strategy's Expected Result/Impact: Students will be able to identify forms of bullying and develop strategies or preventing and addressing bullying.</p> <p>Staff Responsible for Monitoring: campus librarian</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will participate in activities throughout the year that bring awareness and celebrate our diverse campus. This includes Hispanic American Month in September/ October, Multicultural Week in November, Black History Month in February and Asian and Pacific Islander Heritage month in May.</p> <p>Strategy's Expected Result/Impact: Students and parents will learn about the history and practices of many cultures we have on our campus.</p> <p>Staff Responsible for Monitoring: counselors, librarian</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished










Continue/Modify



Discontinue

Goal 2: By June 2024, the percentage of students in grades 3-5 who indicate that they are experiencing being teased or annoyed by other students, as evident in question 6 of the District Social Emotional Wellness Screener, will decrease from 34% in 2022-2023 to 20%.

Performance Objective 4: Counselors will implement the Character Counts program and curriculum.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will teach monthly lessons and have House Council implement a service project for the different Character Counts traits: Trustworthiness (September), Respect (October), Responsibility (November/ December), Fairness (January/ February), Caring (March), Citizenship (April/ May).</p> <p>Strategy's Expected Result/Impact: Students will be able to define each character trait and give examples of how to exemplify them at home, school, and in the community. These lessons promote positive character development in students.</p> <p>Staff Responsible for Monitoring: counselor</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff members will reward a "Paws for Praise" to students who display a behavior that goes above and beyond expectations and aligns with a specific Character Counts trait.</p> <p>Strategy's Expected Result/Impact: Students will be recognized on announcements, social media, and receive a tangible reward when they earn a "Paws for Praise". Attention is brought to the specific good deeds that were done and positive behaviors are reinforced to all students.</p> <p>Staff Responsible for Monitoring: counselors and teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors will share information and examples of the Character Counts trait of the month daily during morning announcements and through a parent newsletter.</p> <p>Strategy's Expected Result/Impact: This will reinforce student and parent understanding of each trait and what they can do to exemplify it.</p> <p>Staff Responsible for Monitoring: counselors</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors will teach and review strategies for resolving conflicts and addressing bullying to students during all monthly Character Counts lessons.</p> <p>Strategy's Expected Result/Impact: Conflict resolution and anti-bullying will be reinforced on a monthly basis.</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify












Discontinue

Goal 3: By June 2024, we will implement and provide social and emotional support to students utilizing PBIS (Positive Behavior Intervention System) by creating a positive school climate where students learn and grow through consistent campus-wide expectations supported by all staff resulting in a reduction in referrals by 10% from 2022-2023.

Performance Objective 1: All staff members will consistently utilize the campus PBIS Teacher Expectations in the identified areas (Classroom, Cafe, Restrooms, Hallways/Transitions, Recess, Dismissal) as outlined in the campus PBIS Plan for 2023-24.

Next Year's Recommendation: Continue to implement the plan daily for the first two weeks of school

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Present the 2023-2024 campus PBIS Plan to the entire staff during the campus comeback professional development day in August and January. The presentation will explain the expectations of the teachers and students in each designated area of the campus and the reward system.</p> <p>Strategy's Expected Result/Impact: Daily implementation of the PBIS expectations by all staff.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors PBIS Teams</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The PBIS Team will meet quarterly to review and review feedback on the implementation of the PBIS Plan to make recommended changes or improvements.</p> <p>Strategy's Expected Result/Impact: To maintain the consistency and fidelity of the plan through identified areas of improvement.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers PBIS Committee</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To highlight a specific area in need of reinforcement by teachers in the weekly newsletter.</p> <p>Strategy's Expected Result/Impact: To reinforce the consistency of the teacher expectations of the PBIS Plan with fidelity.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers PBIS Team</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify










Discontinue

Goal 3: By June 2024, we will implement and provide social and emotional support to students utilizing PBIS (Positive Behavior Intervention System) by creating a positive school climate where students learn and grow through consistent campus-wide expectations supported by all staff resulting in a reduction in referrals by 10% from 2022-2023.

Performance Objective 2: All students will consistently follow the campus PBIS campus expectations in the identified areas (Classroom, Cafe, Restrooms, Hallway/Transitions, Recess, Dismissal) as outlined in the campus PBIS Plan for 2023-24 as measured by monthly student discipline referrals reports by the Assistant Principals.

Evaluation Data Sources: The APs will review monthly discipline referrals to identify areas in need of improvement. Collaborate with the school counselors on reported student behaviors.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus assistant principals and counselors will meet with all students in grade levels 3-5 to reinforce and emphasize the PBIS program's expectations and incentives. Classroom teachers and aides in grades PK-2 will collaborate with admin and counselors and meet with their students about expectations and incentives.</p> <p>Strategy's Expected Result/Impact: Expected result- Students will understand that these expectations are expected campus-wide from all staff members, and the leadership team is committed to holding them accountable.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Pre K Personnel (aide) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$95,922.72</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop behavior intervention plans for students struggling with the identified expectations of the PBIS Plan.</p> <p>Strategy's Expected Result/Impact: Decrease specific student behaviors and reinforces desired behaviors through restorative practice and MTSS.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers PBIS Team</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Behavior expectations of the designated area will be posted in each areas (Bistro, Hallways/Transitions/Recess and Dismissal).</p> <p>Strategy's Expected Result/Impact: Decrease the number of referrals for highly reported areas.</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify





Discontinue

Goal 3: By June 2024, we will implement and provide social and emotional support to students utilizing PBIS (Positive Behavior Intervention System) by creating a positive school climate where students learn and grow through consistent campus-wide expectations supported by all staff resulting in a reduction in referrals by 10% from 2022-2023.

Performance Objective 3: To utilize the revised campus attendance plan to track and monitor student attendance by providing attendance incentives, connecting with at-risk students, and working with parents.

Evaluation Data Sources: Develop a campus attendance tracking process-Administrators, Counselor, Front Office Staff
 Identify attendance trends-Administrators, Counselors, Front Office Staff
 Campus and Classroom Incentives-Administrators and Counselors

Next Year's Recommendation: Plan for attendance parties or incentive during comeback team leader planning meeting.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To identify at-risk students with 50% attendance percentage based on Texas 90% attendance law from 2022-2023 school year and establish an attendance prevention plan for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: To decrease attendance by 35% for identify at-risk students based on attendance.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Front Office Team</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with the campus Family Support Service representative when a student has five unexcused absences within a four week time period.</p> <p>Strategy's Expected Result/Impact: To reduce the number of unexcused absences with early intervention.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Front Office Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop an positive reinforcement campus plan to celebrate student attendance during November and May.</p> <p>Strategy's Expected Result/Impact: Increase student attendance by 5% in October and April.</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify









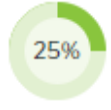








Discontinue

Goal 4: By June of 2024, 88% or more of our students in grade level K-2 will be at or above the district reading level expectation as measured by the GRA Assessment.

Performance Objective 1: Ensure all K-2nd Grade teachers implement daily instruction that aligns with the Science of Teaching Reading.

HB3 Goal












Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement daily phonemic awareness practice and phonic instruction utilizing Science of Teaching Reading aligned resources. (UFLI, Heggerty)</p> <p>Strategy's Expected Result/Impact: 88% of students will be at or level as measured by the GRA.</p> <p>Staff Responsible for Monitoring: Teachers - lesson plans, Instructional Coaches- weekly planning , Administrators - walk throughs.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize the Quick Screener to identify phonemic needs and target instruction.</p> <p>Strategy's Expected Result/Impact: 88% of students will be at or level as measured by the GRA.</p> <p>Staff Responsible for Monitoring: Teachers - lesson plans, Instructional Coaches- weekly planning, Administrators - walk throughs.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will use decodable text and the Build-It Switch-It strategy in reading groups to support the practice of phonics knowledge.</p> <p>Strategy's Expected Result/Impact: 88% of students will be at or level as measured by the GRA.</p> <p>Staff Responsible for Monitoring: Teachers - lesson plans, Instruction Coaches - weekly planning, Administrators - walk through.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will build students' prior knowledge and vocabulary by implementing at least one knowledge based unit of study each semester to support our special population groups such as special ed. and emergent bilingual students.</p> <p>Strategy's Expected Result/Impact: 88% of students will be at or level as measured by the GRA.</p> <p>Staff Responsible for Monitoring: Teachers - lesson plans, Instructional Coaches & ESL Specialist - weekly planning, Administrators - walk throughs.</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers and students will utilize the sound wall at least 3 days a week.</p> <p>Strategy's Expected Result/Impact: 88% of students will be at or level as measured by the GRA.</p> <p>Staff Responsible for Monitoring: Teachers - lesson plans, Instructional Coaches - weekly planning, Administrators - walk throughs.</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All PK teachers will plan for and explicitly teach phonological awareness skills to support kindergarten early literacy readiness.</p> <p>Strategy's Expected Result/Impact: CLI data will show growth in phonological awareness skills from beginning of year to end of year.</p> <p>Staff Responsible for Monitoring: PK teachers - lesson plans, Administrators - walk throughs.</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: By June of 2024, 88% or more of our students in grade level K-2 will be at or above the district reading level expectation as measured by the GRA Assessment.

Performance Objective 2: Ensure all K -2nd grade teachers receive ongoing professional development on the Science of Teaching Reading.








HB3 Goal







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in ongoing professional development on UFLI offered by the campus and district. Strategy's Expected Result/Impact: 85% of students will be at or level as measured by the GRA. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coach will organize at least 1 continued learning opportunity per semester on Science of Teaching Reading Topics. Strategy's Expected Result/Impact: 85% of students will be at or level as measured by the GRA. Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: K-2nd teachers will take the Texas Reading Academies training if they have not already completed it. Strategy's Expected Result/Impact: 85% of students will be at or level as measured by the GRA. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By June of 2024, 88% or more of our students in grade level K-2 will be at or above the district reading level expectation as measured by the GRA Assessment.

Performance Objective 3: Ensure all PK -2nd teachers identify and intervene with our striving readers (below level) while providing enrichment for our thriving readers.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each grade level will hold PLCs at least monthly to review data and determine needs/actions. Strategy's Expected Result/Impact: 85% of students will be at or level as measured by the GRA. Staff Responsible for Monitoring: Teachers- TEAMS agenda, Instructional Leadership Team - TEAMS agenda</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will target identified striving students (tier 2, tier 3, and inclusion) by utilizing intervention resources such as Waterford, Really Great Reading.- BLAST/HD Word. Strategy's Expected Result/Impact: 85% of students will be at or level as measured by the GRA. Staff Responsible for Monitoring: Teachers - Lesson Plans, Instructional Coaches - weekly planning, Administration - walk throughs</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hire highly qualified K-2 interventionists to provide in school tutorials for our students. Strategy's Expected Result/Impact: 85% of students will be at or level as measured by the GRA. Staff Responsible for Monitoring: Instructional Leadership Team Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$6,402</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The librarian will provide enrichment/extension activities to support student academic growth in reading and writing.</p> <p>Staff Responsible for Monitoring: Staff responsible for monitoring: Librarian - creating and implementing lesson plans Administrators - conducting walk throughs Instructional Coaches - meeting regularly with librarian to create lesson plans</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Adolphus Elementary

Total SCE Funds: \$145,059.01

Total FTEs Funded by SCE: 3.5

Brief Description of SCE Services and/or Programs

We will utilize the state comp Ed. funds to pay for part time tutors to intervene with at-risk students in reading and math. Rashana McDaniel, Instructional Coach-SCE salary of \$49,136.29 Hannah Escochea, PK Para-SCE salary of \$31,162.04 Cosette Cherukunnel, PK Para-SCE salary \$34,103.37 Amanda Maresh, PK Para-SCE salary \$30,657.31

Personnel for Adolphus Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Maresh	PK Aide	1
Cosette Cherukunnel	PK Aide	1
Hannah Escochea	Pre K Aide	1
Rashana McDaniel	Instructional Coach	0.5

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach		\$49,136.29
1	3	1			\$6,402.00
3	2	1	Pre K Personnel (aide)		\$95,922.72
4	3	3			\$6,402.00
Sub-Total					\$157,863.01
Budgeted Fund Source Amount					\$157,863.01
+/- Difference					\$0.00
Grand Total Budgeted					\$157,863.01
Grand Total Spent					\$157,863.01
+/- Difference					\$0.00