Lamar Consolidated Independent School District

Adolphus Elementary

2024-2025 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

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 had the enrollment of 45 students for the 2023-2024 school year. We serve Long Meadow Farms community, Lost Creek, Grand Trails, Creekside, five apartment complexes, and one rental community. Our enrollment at the end of the 2023-2024 school year was 1,050 students. Enrollment data reveals the White student population continues to be the largest group with 35% followed by 22% Black or African American, 22% Hispanic, 15% Asian, 5% Two or More Races, and 1% American Indian. 20% of our students receive ESL services, 14% of our students are served under the special education umbrella, and 39% are considered at-risk. We also have 6 students identified as homeless.

This data was pulled from OnDataSuite June 2024.

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: Students scored low in the instructional area of Matter, Force, Motion, and Energy on the end of year MAP assessment.

Root Cause 1: Students did not receive enough classroom instruction, review and experiences in that area.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student performance on 3-5 ECR Spring Benchmark was below desired score of 5.8.

Root Cause 2: There was not vertical alignment among grade levels and several sped students scored a 0.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our campus had an attendance rate of 95.1% for the 2023-2024 school year which left us out of the top 10 elementary schools for attendance in the district and kept us from earning a distinction.

Root Cause 3: There were excessive absences from students close to the Winter break and close to the end of the school year. Attendance rates in Pre-K are low due to parent misconceptions about Pre-K attendance requirements.

Problem Statement 3 Areas: School Processes & Programs

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
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) 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 benchmark or common assessments data

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
- 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
- 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
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: By June 2025, Adolphus Elementary will increase the overall student attendance rate to 97% for the 2024-2025 school year as compared to 95.1% from the 2023-2024 school year.

Performance Objective 1: All staff members will utilize the Positive Behavior Intervention System (PBIS) to encourage consistent student attendance.

    Evaluation Data Sources: attendance reports from Skyward

Strategy 1 Details	Formative Reviews		
Strategy 1: Present the 2024-2025 campus Attendance PBIS Plan to the staff during an August professional development day.	**Formative**		
Strategy's Expected Result/Impact: All staff will be aware of campus expectations concerning PBIS and the attendance plan. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, PBIS committee	Feb	Apr	June
	100%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Student attendance incentive will be incorporated by running reports each progress report and report card and adding student names for perfect attendance into a school wide raffle.	**Formative**		
Strategy's Expected Result/Impact: Students will be motivated to come to school for a chance earn the incentive. **Staff Responsible for Monitoring:** Assistant Principals, Counselors	Feb	Apr	June
	100%		

Strategy 3 Details	Formative Reviews		
Strategy 3: The PBIS committee will meet quarterly to review and discuss the success rate of the Attendance PBIS Plan to make any needed changes.	**Formative**		
Strategy's Expected Result/Impact: The PBIS committee will be able to revise and refine the system as needed to better fit the needs of the campus.	Feb	Apr	June
	50%		

Strategy 4 Details	Formative Reviews		

Strategy 4: Each day a classroom has 100% attendance, the class will earn a letter and once BULLDOGS is spelled, the class will receive a badge. After two badges, the class will get to spin the wheel for a class prize.
    Strategy's Expected Result/Impact: Students will be motivated to have good school attendance and will encourage their classmates to do the same.
    Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors
	Formative		

	Feb	Apr	June
	100%		

Strategy 5 Details	Formative Reviews		
Strategy 5: A school-wide attendance rate will be communicated through a campus bulletin board, social media, grade level and campus parent newsletter every progress report and report card grading period to inform the community of each grade level's attendance rate.	Formative		
	Feb	Apr	June
	45%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: By June 2025, Adolphus Elementary will increase the overall student attendance rate to 97% for the 2024-2025 school year as compared to 95.1% from the 2023-2024 school year.

Performance Objective 2: Campus staff members will provide ongoing parent support to educate parents on the importance of consistent student attendance and provide information on procedures.

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will provide information to all parents during the campus Bulldog Basics orientation.	**Formative**		
Strategy's Expected Result/Impact: Parents will become aware of potential effects that poor attendance can have on students' overall success in school. **Staff Responsible for Monitoring:** Counselors	**Feb**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will provide Pre-K parents with knowledge of school attendance and its impacts on the student's social emotional and school success by providing a packet of information after 4 absences.	**Formative**		
Strategy's Expected Result/Impact: Pre-K students will receive additional preventative support due to historical low attendance rates in Pre-K. **Staff Responsible for Monitoring:** Counselors **Funding Sources:** Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $66,460.39	**Feb**	**Apr**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Classroom teachers will have attendance information and resources in Canvas for parent accessibility.	**Formative**		
Strategy's Expected Result/Impact: Parents will be aware of attendances rules and procedures. **Staff Responsible for Monitoring:** Teachers	**Feb**	**Apr**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Attendance updates for grade levels and attendance information will be provided to parents through teacher weekly newsletters and campus newsletter each progress report and report card grading period.	**Formative**		
Strategy's Expected Result/Impact: Parents will continue to receive information and updates about how students are doing in regards to attendance. **Staff Responsible for Monitoring:** Teachers	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: By June 2025, Adolphus Elementary will increase the overall student attendance rate to 97% for the 2024-2025 school year as compared to 95.1% from the 2023-2024 school year.

Performance Objective 3: All campus staff members will have roles and responsibilities in monitoring and responding to attendance.

    Evaluation Data Sources: Skyward attendance reports, On Data Suite reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Front office staff, administrative team, and counselors will meet on a weekly basis to analyze attendance reports, trends and data and discuss progress of specific students.	**Formative**		
Strategy's Expected Result/Impact: Staff members with specific roles and responsibilities in supporting student attendance will be able to meet to strategize and determine areas of refinement and discuss students in need of attendance support. **Staff Responsible for Monitoring:** Admin, counselors, Family Support Specialist	Feb	Apr	June
	100%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will monitor student absences and call parents after 3 absences to check on the student and encourage the parents to have the child return to school as soon as possible.	**Formative**		
Strategy's Expected Result/Impact: Teachers calling and checking in can prevent future absences. **Staff Responsible for Monitoring:** Teachers	Feb	Apr	June
	100%		

Strategy 3 Details	Formative Reviews		
Strategy 3: The front office staff will assist counselors and admin team identify students with excessive absences by running weekly reports on attendance.	**Formative**		
Strategy's Expected Result/Impact: This will help counselors and admin team know which students may be in need of intervention. **Staff Responsible for Monitoring:** Front office staff	Feb	Apr	June
	100%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Counselors & APs will analyze weekly reports and identify students that are at risk of not meeting the 90% Compulsory Attendance Law and implement a plan of intervention for these individual students.	**Formative**		
Strategy's Expected Result/Impact: Students with excessive absences will be identified and can receive intervention to improve their attendance rate. **Staff Responsible for Monitoring:** Counselors and assistant principals	Feb	Apr	June

Strategy 5 Details	Formative Reviews		

Strategy 5: Adolphus principal will collaborate with Campbell Elementary principal because of their outstanding attendance achievement of 96.1% in the 2023-2024 school year.
     Strategy's Expected Result/Impact: Our current plan could be improved as we implement strategies used by another school that has experienced great success.
     Staff Responsible for Monitoring: Principal
	Formative		

	Feb	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: By May 2025, Second through Fifth grade students will increase by at 8% or higher in the instructional area of Matter, Force, Motion, and Energy on the end of year MAP assessment.

Performance Objective 1: Teachers will implement the inquiry cycle process in their science lessons.

    High Priority

    Evaluation Data Sources: Lesson plans, Collaborative planning, and in Instructional leadership walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Classroom teachers will be given the Inquiry Process posters and Recurring Themes and Concepts to display in their classroom.	**Formative**		
Strategy's Expected Result/Impact: The teachers and students will be proficient in the first two steps of the Inquiry Process, Asking Questions and Constructing Explanations by developing and using models.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Leadership team and teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction - **Targeted Support Strategy**	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will attend a Science Lab Specials class once every 7 days	**Formative**		
Strategy's Expected Result/Impact: Students will increase their ability to ask questions within the inquiry process.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Leadership team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: By May 2025, Second through Fifth grade students will increase by at 8% or higher in the instructional area of Matter, Force, Motion, and Energy on the end of year MAP assessment.

Performance Objective 2: Adolphus will add a Science Lab rotation and hire a teacher

    High Priority

    Evaluation Data Sources: Lesson plans and Instructional leadership walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Coaches and district personnel will provide professional development on the new Science TEKS throughout the 2024-2025 school year to all teachers and paraprofessionals in grades PK-5.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: The expected result will be an increase in the teacher's knowledge of the Science TEKS and ability to implement them in the classroom.
  Staff Responsible for Monitoring: Instructional Leadership Team
 	
  TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
  Funding Sources: Instructional Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $50,361.61
	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Science Lab teacher will collaborate with the Instructional Coaches to facilitate vertical team meetings with Pre-K through fifth grade three times during the 2024-2025 school year.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Aligning core instructional practices in Pre-K through fifth grade that utilizes the Inquiry Model and assist in creating lesson plans that utilize the hands-on approach
  Staff Responsible for Monitoring: Science Lab teacher and Instructional Leadership team
 	
  TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	50%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: By May 2025, Second through Fifth grade students will increase by at 8% or higher in the instructional area of Matter, Force, Motion, and Energy on the end of year MAP assessment.

Performance Objective 3: The students will have daily opportunities for written output to develop and communicate explanations and propose solutions, either independently or collaboratively.

> **High Priority**

> **Evaluation Data Sources:** Lesson plans, Instructional leadership walkthroughs, Canvas

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will have students submit at least one typed structured writing assignment per unit.	**Formative**		
Strategy's Expected Result/Impact: Students will increase their ability to form a concise, central claim to explain their reasoning based on collected evidence.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Science Lab teacher, and Instructional Leadership **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	20%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: By May 2025, Second through Fifth grade students will increase by at 8% or higher in the instructional area of Matter, Force, Motion, and Energy on the end of year MAP assessment.

Performance Objective 4: During our Library rotation, the librarian will create STEAM lessons.

High Priority

Evaluation Data Sources: Lesson Plans, Instructional Leadership Walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: The librarian will meet with (Sarah Falcon)the District Specialist three times during the 2024-2025 to plan and adjust activities during the library time.	**Formative**		
Strategy's Expected Result/Impact: Students will develop the ability to evaluate experimental and engineering designs.	Feb	Apr	June
Staff Responsible for Monitoring: District Specialist, Administration, Science Lab Teacher **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: The librarian will go and observe a model library three times during the 2024-2025 school year.	**Formative**		
Strategy's Expected Result/Impact: Observations from the visits will be implemented in the library class time.	Feb	Apr	June
Staff Responsible for Monitoring: Science Lab Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: By March 2025, the average score for 3-5 ECRs will increase from a campus average of 4.8 to 5.8 as measured by the Spring Benchmark.

Performance Objective 1: Use high yield writing strategies to move striving writers to score at least 2 points on ECR with emphasis on developing a strong central idea.

    Evaluation Data Sources: Unit assessments, Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will provide teacher-led professional development on Extended Constructed Response (ECR) strategies to create vertical alignment.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Provide all campus ELAR instructors with aligned/scaffolded strategies to support student learning. **Staff Responsible for Monitoring:** Instructional Coach	10%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Partner with ELAR department to provide additional ECR training and guidance.	**Formative**		
Strategy's Expected Result/Impact: Provide teachers with instructional tools to support student growth in writing ECRs. **Staff Responsible for Monitoring:** Instructional Coach	**Feb**	**Apr**	**June**
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will conduct learning walks to explore implementation of writing instruction across the campus.	**Formative**		
Strategy's Expected Result/Impact: Teachers will be able to monitor student progress with real time observation. **Staff Responsible for Monitoring:** Instructional Coach, Teachers	**Feb**	**Apr**	**June**
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Hire a reading tutor to provide instruction for striving students.	**Formative**		
Strategy's Expected Result/Impact: Improving student reading skills will provide access to writing expectations such as responding to text. **Staff Responsible for Monitoring:** Principal **Funding Sources:** In-school Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $12,870	**Feb**	**Apr**	**June**
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: By March 2025, the average score for 3-5 ECRs will increase from a campus average of 4.8 to 5.8 as measured by the Spring Benchmark.

Performance Objective 2: Utilize instructional tools, such as but not limited to, Patterns of Revision/Power daily to improve student performance on Strand 6 TEKS regarding revising and editing.
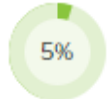
    Evaluation Data Sources: Unit assessments, formative assessments, benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: ELAR teachers will provide daily review to reinforce revising and editing skills.	**Formative**		
Strategy's Expected Result/Impact: Students will improve use of grade level grammar and conventions. **Staff Responsible for Monitoring:** Instructional Coach	**Feb**	**Apr**	**June**
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: By March 2025, the average score for 3-5 ECRs will increase from a campus average of 4.8 to 5.8 as measured by the Spring Benchmark.

Performance Objective 3: Increase opportunities for all students, with a focus on special populations such as Emergent Bilinguals and SPED, to utilize academic vocabulary to articulate and demonstrate their understanding of concepts during structured conversations and writing.

    Evaluation Data Sources: Lesson plans, observations, learning walks

Strategy 1 Details		Formative Reviews		

Strategy 1: Teachers will implement academic vocabulary that includes content specific vocabulary as well as additional words necessary to express understanding of academic content.
    Strategy's Expected Result/Impact: Special Population students such as Emergent Bilingual and SPED will have the language capacity to demonstrate academic content acquisition on major grade assessments and district/ state assessments.
    Staff Responsible for Monitoring: Coaches, Admin
 	
    Funding Sources: Bilingual/ESL Materials - 199 PIC 25 State Bilingual/ESL - $6,120
		Formative		

		Feb	**Apr**	**June**
		5%		

Strategy 2 Details		Formative Reviews		

Strategy 2: Teachers will implement QSSSA to increase structured conversations.
    Strategy's Expected Result/Impact: Ensuring that Content Based Language Instruction is implemented to meet Emergent Bilingual and SPED students' language needs.
    Staff Responsible for Monitoring: Teachers, Coaches, Admin
		Formative		

		Feb	**Apr**	**June**
		5%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: By June 2025, SPED students in Grades 3-5 will increase their math STAAR Approaches rating by 10%. This means 3rd graders will improve from 63% to 73%, 4th graders from 42% to 52%, and 5th graders from 41% to 51%.

Performance Objective 1: Enhance understanding and application of elementary math standards through targeted professional development, resulting in improved instructional practices and student outcomes.

High Priority

Evaluation Data Sources: Agenda from the meetings, student goal sheets, data from Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will use accommodations with fidelity in the classroom instruction.	**Formative**		
Strategy's Expected Result/Impact: Students will grasp concepts with ease and make academic growth in the math classroom.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: SPED teachers, classroom teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	80%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in monthly collaborative sessions with colleagues to share insights and discuss the application of the learned strategies that are focused on individual IEP needs.	**Formative**		
Strategy's Expected Result/Impact: Active participation in collaborative sessions with documented contributions and shared resources.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional coaches, Special Education teachers, classroom teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	75%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Special Education support will be provided by a certified Sped teacher in the general education classroom.	**Formative**		
Strategy's Expected Result/Impact: Students of all levels will get the benefit of the co-teaching model to assist in attaining the curriculum.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Special Education Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction	100%	100%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 4: By June 2025, SPED students in Grades 3-5 will increase their math STAAR Approaches rating by 10%. This means 3rd graders will improve from 63% to 73%, 4th graders from 42% to 52%, and 5th graders from 41% to 51%.

Performance Objective 2: Utilize formative and summative assessments to evaluate the impact of the implemented strategies on student understanding and performance.

Evaluation Data Sources: Demonstrated improvement in student outcomes related to math standards, as indicated by assessment data and qualitative feedback.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly student data analysis in mathematics focused on the instructional goals including quarterly district assessments and MAP assessment data,.	Formative		
Strategy's Expected Result/Impact: Students will develop a growth mindset and set measurable, and attainable goals. **Staff Responsible for Monitoring:** Classroom teacher, Special Education teacher, Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Feb	Apr	June
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will conduct two math conferences per nine weeks with SPED students.	Formative		
Strategy's Expected Result/Impact: Better understanding of learning styles, thinking processes, and needs **Staff Responsible for Monitoring:** Instructional Coach, Special Education teacher, Classroom teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Adolphus Elementary

Total SCE Funds: $12,870.00
Total FTEs Funded by SCE: 2.5
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, .5 SCE salary of $50,319.87, Cosette Cherukunnel, PK Para, SCE salary $34,974.17, and Amanda Maresh, PK Para, SCE salary $31,528.11

Personnel for Adolphus Elementary

Name	Position	FTE
Amanda Maresh	PK Aide	1
Cosette Cherukunnel	PK 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	2	2	Pre-K Personnel		$66,460.39
2	2	1	Instructional Coach		$50,361.61
3	1	4	In-school Tutor		$12,870.00
				Sub-Total	$129,692.00
				Budgeted Fund Source Amount	$129,692.00
				+/- Difference	$0.00
199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	1	Bilingual/ESL Materials		$6,120.00
				Sub-Total	$6,120.00
				Budgeted Fund Source Amount	$6,120.00
				+/- Difference	$0.00
				Grand Total Budgeted	$135,812.00
				Grand Total Spent	$135,812.00
				+/- Difference	$0.00