Lamar Consolidated Independent School District

Bowie Elementary

2023-2024 Campus Improvement Plan

Mission Statement

The mission of Bowie Elementary School is to establish an effective educational program that will enable every student to meet his/her fullest potential in order to be successful citizen within our future and present world.

Vision

Every Child, Every Day, WHATEVER it Takes!

Core Beliefs

Failure is not an option. No two students are alike. Everything we do should be purposeful, intentional, and meaningful. If we can predict it, we can prevent it.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie Elementary has been opened since 1961 and services the Rosenberg community for grades kindergarten through fifth grade. We are located off of highway 90 and Bamore road. Our stakeholders include students, families, all staff, and community members. All stakeholders are included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan.

This school year our Campus Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate Survey, NWEA Map data, 21-22 STAAR data, and the 20-21 Texas Academic Performance Report. (Please Use Data Documentation Setting in Plan4Learning). At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the last meeting which was held on May 17th,2023 The Site Based Team evaluated data and identified strengths and problems in each area. Each team member was given the opportunity to present their proposed problem statements tied to data. The Site Based Team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team decided on five areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Our special programs include: Gifted and Talented, Bilingual/ ESL, and Special Education. We are a Title I campus which requires all staff to be certified as highly qualified. These special programs are aligned with the needs and desires of our students, parents and community. Our programs meet the needs of our individual students which aligns with our campus vision statement," Every Child, Every Day, WHATEVER it Takes! "

Demographics Summary

Total Enrollment: 466

Ethnicity/ Race:

Hispanic- 88.20 %

Black or African American - 4.51 %

White - 6.22 %

American Indian - 0.4 %

Asian -0.21 %

Two or More Races - 0.86 %

Eco. Disadvantaged - 83.26 %

Special Education 22.53 %

Emergent Bi-lingual - 41.42 %

Demographics Strengths

* Growing staff into leadership positions within the district

Problem Statements Identifying Demographics Needs

Problem Statement 1: As reported on the Student Climate Survey, 19% of students either disagreed or did not know if there was a teacher, counselor, or other staff member they can talk to about school problems. 26% either disagreed or did not know if there was a teacher, counselor, or other staff member they could talk to about personal problems.   **Root Cause:** Student have more social and emotional needs because of the aftermath of the world wide pandemic. Staff will need to make themselves more accessible to students. Staff will need to make students aware that they may talk to them about any need whether academic or personal we are here to help them.

Student Learning

Student Learning Summary

<u>State Assessment Student Performance</u>

60% of students achieved approaches on the 5th Grade STAAR Science assessment in 2021- 2022.

82% of students achieved approaches on the 3rd – 5th Grade STAAR Reading assessment in 2021- 2022.

79% of students achieved approaches on the 3rd – 5th Grade STAAR Math assessment in 2021- 2022.

60.67 % of students achieved "on or above level" on K-2 GRA in 2022- 2023.

66.55 % of students achieved "on or above level" on K-2 EDL in 2022 - 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based off of MOY GRA, only 8% of our kindergarten students scored on level and 13% scored above level. Only 11% of our first grade students scored on level and 27% scored above level and only 2% of our second graders scored 59% above level. **Root Cause:** Our campus needs to consistently implement an explicitly teach phonics program along with consistently implementing daily guided reading groups.

Problem Statement 2: Kindergarten and 1st Grade Dyslexia Screener 22% of Kindergarten students that took TX KEA at the EOY fell under the Dyslexia Screener. This is an indicator that they are at risk for Dyslexia or a Reading disability. 34% of 1st grade students that took screener at the MOY fell under the Dyslexia Screener. This is an indicator that they are at risk for Dyslexia or a Reading disability. **Root Cause:** Students do not know their sounds, have difficulty blending sounds and are behind in reading skills. They need to be taught phonics consistently in order for them to master their phonemic awareness.

Problem Statement 3: There are a high amount of students in grades 3rd-5th who are reading below grade level expectations in the middle of the 2022-2023 school year. 3rd Grade students reading below grade level in the BOY 51% - MOY 48% 4th Grade students reading below grade level in the BOY 68% - MOY 67% 5th Grade students reading below grade level in the BOY 71% - MOY 59% **Root Cause:** Teachers express that they do not have enough Tier 1 instruction time to spend teaching guided reading groups and keep up with core grade level instruction. Effective use of professional learning communities, data analysis, and intentional planning will allow for targeted instructional time that impacts guided reading groups.

Problem Statement 4: 20% of 3rd-5th grade ELLS who tested in Spanish did not meet progress measure on the math benchmark. **Root Cause:** There was not enough sheltered instruction going on in the classroom for ELLs. Students enrolled mid-way throughout the year. Class size is too big for students to receive one-on-one help.

Problem Statement 5: The amount of EB Students in grades Kinder-5th grades who were still reading below grade level expectations in the middle of the 22-23 school year. Kinder MOY 45.45% 1st Grade BOY 61.54% - MOY 40% 2ND Grade BOY 22.73% - MOY 45.45% 3rd Grade BOY 47.37% - MOY 100% 4th Grade BOY 77.5% - MOY 63.16% 5th Grade BOY 43.59% - MOY 35.29% **Root Cause:** Teachers are not implementing enough Tier 1 instruction in Spanish.

School Processes & Programs

School Processes & Programs Summary

School Culture, Climate, and Leadership Effectiveness

 The curriculum and instruction at Bowie is driven by the district's scope and sequence, road maps, and curriculum at a glance calendars. Some critical components of the district curriculum include: district progress monitoring assessments, campus common assessments, problem solving processes, balanced literacy including the Reading/Writing workshop and small group instruction across content areas.

One focus for our campus has been improving student engagement and improving Tier 1 instruction. Bowie brainstorming, weekly planning, PLCs, and vertical alignment meetings are held monthly to analyze student need and academic growth. Through the MTSS process, student progress is measured throughout the school year. Teachers, facilitators, coaches, administrators, and special education staff continue to work together to ensure all students achieve academic growth through focused consistent collaboration. Students receive intervention through Sunrise Scholars, after school tutorials, and our Dragon Den intervention time that has been incorporated into our daily master schedule.

All staff members at Bowie will continue to seek various professional development opportunities through campus, district, and out of district opportunities to continue to improve student academic growth. Student academic and behavioral successes and growth is recognized each grading period through our Bowie Bash ceremonies. Our students and staff are recognized through our campus wide PBIS (positive behavior intervention system) rewards program which contributes to our positive campus climate.

Parent engagement is encouraged through a variety of activities such as Reading Night, Math & Science Night, Book Fairs, Veterans' Day Program, Musical programs, our P.E. program, and our Dragon Dash event. We continually strive to maintain a strong connection with our parents and community stakeholders. The Bowie staff, parents, and community worked collaboratively to build the Friends of Bowie Organization. The purpose of the organization is to bring families closer together and work towards common goals for the betterment of our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Using Professional Learning Committees to dig deeper into our data in more meaningful ways to produce gains in student learning and academic achievement.   **Root Cause:** Seeing a decline in student on or above reading level as assessed by the Guided Reading Assessment.

Perceptions

Perceptions Summary

Our Parent survey indicated the following perceptions:

Grade of an A - 56%

Grade of a B - 39 %

Grade of a C - 4%

Parents agreed or agreed strongly that the teachers set high expectations for their child and all students. They believe their child is prepared to do well in the next grade and is receiving effective instruction. The atmosphere of the school was positive per the parent survey. Parents communicated they feel welcomed, informed and knew the teachers were available to discuss their child's needs. They stated their children are excited to come to school, and feel Bowie is a safe place where students and teachers respect one another.

Our student survey indicated the following perceptions:

89 % of our students would give the school a grade of A/B. The students are proud of the school and have good friends at school. They know they are treated fairly and that there are people they can talk to if they have a school problem or a personal problem. Students feel encouraged by their teachers and feel they are given praise for good work. Bowie is a safe place for them.

The culture and climate at Bowie is based on a combination of our four behavior expectations; Respect, Responsibility, Problem Solving, and Self-Control as well as the Six Pillars of Character. Students are encouraged to implement these character traits in everyday situations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 3rd-5th ELAR teachers do not feel they have time to teach guided reading groups during Tier 1 instruction class time.   **Root Cause:** Professional development needed on guided reading instruction, planning, and data analysis to drive instruction.

Priority Problem Statements

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)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR released test questions
- 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
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- 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
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: By May 2024, the percentage of K-2 students reading on or above grade level as indicated on the EOY GRA/ EDL assessment, will increase by at least 10%.

Performance Objective 1: Ensure all students receive supports for intervention either in the form of remediation, extensions, or through supplemental tutoring and related supplies and materials.

Evaluation Data Sources: Guided Reading lesson plans. Growth in reading levels reflected in student's progress in GRA, TX-KEA, MAP and Formative Assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in K-2 will have access to online programming and technology to support, re-mediate and/or enrich academic concepts taught, including RAZ Kidz. Technology will be updated and furnished to support the campus needs.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' foundation reading skills such as decoding, and phonemic awareness. (HB 3 Reading Support) **Staff Responsible for Monitoring:** Instructional Coach Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Raz Kidz - 211 Title I, Part A - $4,110, Reading Materials - 199 PIC 25 State Bilingual/ESL - $2,132	40%	60%	

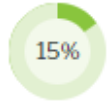| Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will utilize Dragon Den intervention time, daily instruction time, and academic resources to implement student goal setting, decoding, phonemic awareness sight word, and comprehension intervention strategies to increase the number of students reading at/above grade level in grades K-2, including EB population.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' foundation reading skills such as decoding and phonemic awareness to improve comprehension. (HB 3 Reading Support) **Staff Responsible for Monitoring:** Instructional Coach ESL/Bilingual Lead Teachers **TEA Priorities:** Build a foundation of reading and math	10%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Summer based literacy program will be held for identified students in grades K-2, including bi-lingual, to re-mediate literacy deficiencies.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Servicing identified students and addressing their specific needs which will result in improving our overall student achievement. (HB 3 Reading Support) **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math	15%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Parent involvement activities/curriculum nights will be held to explain foundational reading skills and strategies to support partnerships, connected to the parent, family, and community engagement plan.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improvement in student's foundational reading skills. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators **Title I:** 4.1	50%	80%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will incorporate daily phonics reading lessons and strategies in classroom instruction. (Target Group: All)	Formative		
	Nov	Feb	June
	15%		

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

Goal 1: By May 2024, the percentage of K-2 students reading on or above grade level as indicated on the EOY GRA/ EDL assessment, will increase by at least 10%.

Performance Objective 2: Provide coaching and mentoring to staff to improve Tier 1 and 2 academic foundation reading instruction and engagement practices.

> **Evaluation Data Sources:** Observations, walkthroughs, lesson plans. Growth in reading levels reflected in student's progress in GRA, TX-KEA, and TPRI.
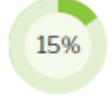
Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support to teachers with implementing Guided Reading components to structure instructional time. Next Steps to Guided Reading and supplemental resources will be provided to meet expectations and improve learning for all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' foundation reading skills such as decoding and phonemic awareness to improve comprehension. (HB 3 Reading Support) **Staff Responsible for Monitoring:** Instructional Coach Teachers **TEA Priorities:** Build a foundation of reading and math	10%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional learning opportunities (training, book study, cohorts, etc.) will be provided for teachers to improve Tier 1 instruction, to include training on Guided Reading and Phonics instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will have the opportunity for professional growth by learning new strategies and techniques in guided reading, sheltered instruction, and critical thinking to use in their classrooms. **Staff Responsible for Monitoring:** Administrators Instructional Coach ESL/Bilingual Lead Teachers District Coaches **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will participate in PLCs to analyze and discuss student progress in their reading levels and develop instructional plans, including appropriate guided reading strategies such as prompting.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: A year's growth in students individual reading levels. (HB 3 Reading Support) **Staff Responsible for Monitoring:** Administrators Instructional Coach Teachers **TEA Priorities:** Build a foundation of reading and math	15%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize planning to design differentiated individualized targeted guided reading instruction to address gaps, remediation, and extension in TEKS. Teachers will implement checklists and common formative assessments into their planning.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Student growth in mastery of each guided reading component. (HB 3 Reading Support) **Staff Responsible for Monitoring:** Administrators Instructional Coach Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	15%		

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

Goal 2: By May 2024, the percentage of 5th grade Science students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 10% in science.

Performance Objective 1: Ensure all 5th grade science students receive supports for intervention either in the form of remediation, extensions, or through supplemental tutoring and related supplies and materials.

    Evaluation Data Sources: Growth in science objectives reflected in students' progress on common assessments, MAPs screeners/assessments, and STAAR.
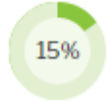
Strategy 1 Details	Formative Reviews		

Strategy 1: Hands-on learning investigations and/or experiences specific to living science, matter, gravity, physical science as well as force and motion (including field trips). These experiences along with Stem scope materials will be provided to improve learning for all students.
 	
    Strategy's Expected Result/Impact: Improvement in students' academics by making connections with the different types of living science, matter, gravity, physical science as well as force and motion that surround them.
    Staff Responsible for Monitoring: Instructional Coach
Teachers
 	
    Title I:
2.4
	Formative		

	Nov	**Feb**	**June**
	20%		15%

Strategy 2 Details	Formative Reviews		

Strategy 2: Provide and implement intervention strategies such as claim, evidence, and reasoning using Stem scopes and written short answer responses to achieve STAAR approaches standards in Grade 5 Science, including our EL population, and students who receive services through Special Education. Students will also review Science skills using modules from 3 Strategies.
 	
    Strategy's Expected Result/Impact: Improvement in students' ability of claim, evidence, and reasoning skills.
    Staff Responsible for Monitoring: Instructional Coach
Teachers
 	
    Title I:
2.4
	Formative		

	Nov	**Feb**	**June**
	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Parent involvement activities will be held to explain science tools and/or scientific method to support partnerships, connected to Parent, Family, & Community Engagement Plan.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improving the connection between school and home by increasing parent involvement as well as improvement in students' critical thinking and science application skills at home. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 4.1, 4.2	15%		

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

Goal 2: By May 2024, the percentage of 5th grade Science students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 10% in science.

Performance Objective 2: Provide coaching and mentoring to staff to improve Tier 1 and 2 Science instruction and engagement practices by ensuring access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for all students.

Evaluation Data Sources: Observations, walkthroughs, lesson plans. Growth in science objectives reflected in students' progress on common assessments, MAPs screeners/ assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilization of district/ out of district instructional coaches to provide professional development, coaching, or facilitate planning, including the ALPS and SPED departments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' ability to correctly apply/ analyze scientific scenarios using science academic vocabulary. **Staff Responsible for Monitoring:** Administrators District Instructional Coaches Instructional Coach **Title I:** 2.4	15%		

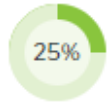| Strategy 2 Details	Formative Reviews		
Strategy 2: Implement with fidelity the use of Stem-scopes for science instruction. Instructional resources/ strategies such as visuals, sentence stems, academic vocabulary, and student discourse will be provided/ implemented to meet expectations and improve learning for all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improve students' science reasoning and application skills. **Staff Responsible for Monitoring:** Instructional Coach Teachers **Title I:** 2.4, 2.5	10%		

Strategy 3 Details	Formative Reviews

Strategy 3: Teachers will participate in PLCs to analyze and discuss student progress in science and develop instructional plans, including appropriate strategies such as critical thinking, intentional visuals, consistent sentence stems, and vocabulary magic along with other resources for student growth and interventions.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Analysis that will help guide instructional decisions and improve students' achievement. **Staff Responsible for Monitoring:** Administrators Instructional Coach Teachers	15%		

Strategy 4 Details	Formative Reviews

Strategy 4: PBIS rewards will be determined by Teachers and Staff through relationships built with students. PBIS rewards will be purchased and individualized for students to use as positive reinforcement in social emotional and academic engagement.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Positive reinforcement that will improve students social emotional needs, student confidence, and students academic engagement. **Staff Responsible for Monitoring:** Administrators Teachers All Staff **Title I:** 2.4, 2.5	10%		

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

Goal 3: By May 2024, the percentage of 3rd, 4th, and 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 10% in reading.

Performance Objective 1: Ensure all reading students receive supports for intervention either in the form of remediation, extensions, or through supplemental tutoring and related supplies, technology, and materials.

Evaluation Data Sources: Growth in reading levels reflected in student's progress in GRA, common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in PLCs to analyze and discuss student progress in reading and develop instructional plans, including higher order questioning, differentiated designs, individualized targeted small group instruction to address gaps, remediation and acceleration in TEKS.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Growth in student's overall scores and target objectives on all types of formative and summative assessments. **Staff Responsible for Monitoring:** Instructional Coach Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student engagement through verbal discourse, sheltered strategies, higher order questioning, using written response instructional resources, and individualize goal setting by TEK. Provide sentence stems for students to help build their ability to respond using appropriate academic vocabulary.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' comprehension, TEK mastery and writing. **Staff Responsible for Monitoring:** Administrators Instructional Coach ESL/Bilingual Lead Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math	10%		

Strategy 3 Details	Formative Reviews

Strategy 3: Provide after School Camp, Saturday Camp, or Summer School Camp for targeted student population with intensive intervention practices and through HB 4545 accelerated instruction.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' foundation reading skills such as decoding and phonemic awareness, to improve comprehension, and making an inference. (HB 3 Reading Support & HB 4545) **Staff Responsible for Monitoring:** Administrators Instructional Coach Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Teachers for targeted instruction camp - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $5,874	15%		

Strategy 4 Details	Formative Reviews

Strategy 4: Parent involvement activities will be held to explain reading strategies to support partnerships, connected to Parent, Family, & Community Engagement Plan.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improving the connection between school and home by increasing parent involvement as well as improvement in students' foundation reading skills which include decoding, phonemic awareness, and comprehension. **Staff Responsible for Monitoring:** Administration Instructional Coaches Teachers **Title I:** 4.1, 4.2	15%		

Strategy 5 Details	Formative Reviews

Strategy 5: Hire additional tutors to assist with individualized instructional support for at-risk students to include HB 4545 accelerated instruction.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Data collected every six weeks supports gaps are closing for students in Tier 3 interventions. **Staff Responsible for Monitoring:** Administrators Teachers	25%		

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Identified staff will provide small group instruction to students based on students individualized need in order to decrease SPED failures by 5%.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' foundation Reading skills evidenced in student's GRA level growth. **Staff Responsible for Monitoring:** Administration Instructional Coach Teachers **Title I:** 2.4, 2.5, 2.6	15%		

Strategy 7 Details	**Formative Reviews**		
Strategy 7: PBIS rewards will be determined by Teachers and Staff through relationships built with students. PBIS rewards will be purchased and individualized for students to use as positive reinforcement in social emotional and academic engagement.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Positive reinforcement that will improve students social emotional needs, student confidence, and students academic engagement. **Staff Responsible for Monitoring:** Administrators Teachers All Staff **Title I:** 2.4	20%		

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Social Emotional Support & Communication among staff are foundations to student learning. Campus staff will communicate using campus avenues of communication; walkies, phones, and speakers. Social emotional lessons will be provided to students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student observations and interactions with staff communication to meet their academic and social emotional needs will be responsive. **Staff Responsible for Monitoring:** Administrators Counselor All Staff **Title I:** 2.5, 2.6	N/A		

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

Goal 3: By May 2024, the percentage of 3rd, 4th, and 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 10% in reading.

Performance Objective 2: Provide coaching and mentoring to staff to improve Tier 1 and 2 reading instruction and engagement practices.

Evaluation Data Sources: Observations, walkthroughs, lesson plans. Growth in reading objectives reflected in students' progress on common assessments, MAPs screeners/ assessments,   and STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilization of Instructional Coach to instruct students, coach general education teachers, SESC teachers, and facilitate weekly planning sessions.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improvement in students' reading abilities in comprehension as well as text analysis and the opportunity for Teachers' professional growth. **Staff Responsible for Monitoring:** Administrators	15%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement with fidelity the balanced literacy framework to structure instructional time. Appropriate instructional resources and materials will be provided to meet expectations and improve learning for all students, including Mastery Connect and New STAAR Question types, Reader's Response and typing.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improvement in students' reading comprehension skills and literature analysis through application of inference skills. **Staff Responsible for Monitoring:** Instructional Coach Teachers **Title I:** 2.4, 2.5 **Funding Sources:** Reading Materials - 211 Title I, Part A - $8,602.50, Reading Materials - 199 PIC 25 State Bilingual/ESL - $2,131.50	15%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional learning opportunities (training, book study, cohorts, conferences, etc.) will be provided for Staff to improve Tier 1.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Staff will have the opportunity for professional growth by reviewing, implementing and collaborating based on feedback the effective strategies or techniques used for and techniques in guided reading, sheltered instruction, and critical thinking to use in their classrooms. Strategies learned from conferences will impact planned learning communities, Lead4ward strategies, and campus culture. **Staff Responsible for Monitoring:** Administrators	15%		

Strategy 4 Details	Formative Reviews

Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional coach(es) will guide planning sessions with teachers to ensure alignment with curriculum and teaching strategies of the writing process.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Patterns of power will be used as a resource to teach the revising and editing in combination with reading text. **Staff Responsible for Monitoring:** Instructional Coach(es) ESL/ Bilingual Lead Teachers **TEA Priorities:** Build a foundation of reading and math	15%		

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

Goal 4: 4A - By May 2024, the percentage of 3rd, 4th, and 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 10% in math.

4B - The percent of 3rd grade students scores that meet grade level or above on the STAAR Math will increase from 35% to 48% by June 2024.

Performance Objective 1: Ensure all math students receive supports for intervention either in the form of remediation, acceleration, or through supplemental tutoring and related supplies and materials.

> **Evaluation Data Sources:** Growth in math objectives reflected in student's progress on common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide and implement intervention strategies such as Guided Math and problem solving using the 3 read model to achieve STAAR Approaches standards in Grade 3-5 Math, including EL population.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' math calculation and computation skills. **Staff Responsible for Monitoring:** Administrators Instructional Coach(es) Teachers	15%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in PLCs to analyze and discuss student progress in math and develop instructional plans, including higher order questioning, differentiated designs, individualized targeted small group instruction to address gaps, remediation and acceleration in TEKS for all students, including at-risk.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Growth in student's overall scores and target objectives on all types of formative and summative assessments. **Staff Responsible for Monitoring:** Administrators Instructional Coach(es) Teachers	15%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Parent involvement activities will be held to explain math manipulatives and/or problem-solving strategies to support partnerships, connected to Parent, Family, & Community Engagement Plan.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improving the connection between school and home by increasing parent involvement as well as improvement in students' problem solving skills. **Staff Responsible for Monitoring:** Administrators Instructional Coach(es) Teachers **Title I:** 4.1, 4.2	10%		

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide after School Camp, Saturday Camp, or Summer School Camp for targeted student population with intensive intervention practices and through HB 4545 accelerated instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' mathematical calculation, computation, and problem solving skills. (HB 3 Reading Support & HB 4545) **Staff Responsible for Monitoring:** Administrators Instructional Coach(es) Teachers **Title I:** 2.6 **Funding Sources:** Teachers for targeted instructional camp - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $5,874, Tutors, instructional materials/supplies - 211 Title I, Part A - $8,395	15%		

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Identified staff will provide small group instruction to students based on students individualized need in order to decrease SPED failures by 5%.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in students' foundation math skills, and growth in students' problem solving and reasoning skills. **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.4	15%		

Strategy 6 Details	Formative Reviews

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase student engagement through verbal discourse, sheltered strategies, questioning and individualized goal setting by TEK.	Formative		
Strategy's Expected Result/Impact: Improvement in student's foundation math skills. Growth in students problem solving, reasoning skills and TEK mastery. **Staff Responsible for Monitoring:** Instructional Coach(es) ESL/Bilingual Lead Teachers **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
	15%		

Strategy 7 Details	Formative Reviews		
Strategy 7: Hire additional tutors to assist with individualized instructional support for at-risk students to include HB 4545 accelerated instruction.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Data collected every six weeks supports gaps are closing for students in Tier 3 interventions. **Staff Responsible for Monitoring:** Administrator Teachers **Title I:** 2.4 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Part-Time Tutor - 211 Title I, Part A - $15,000	15%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
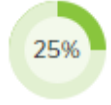
Goal 4: 4A - By May 2024, the percentage of 3rd, 4th, and 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 10% in math.

4B - The percent of 3rd grade students scores that meet grade level or above on the STAAR Math will increase from 35% to 48% by June 2024.

Performance Objective 2: Provide coaching and mentoring to staff to improve Tier 1 and 2 mathematical instruction and engagement practices.

    Evaluation Data Sources: Growth in math objectives reflected in student's progress on common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: The Instructional Coach(es) will coach general education teachers, SESC teachers, and facilitate planning sessions.	**Formative**		
Strategy's Expected Result/Impact: Improvement in students' mathematical ability in reasoning, problem solving, and computation, and the opportunity for Teachers' professional growth. **Staff Responsible for Monitoring:** Administrators Instructional Coaches **Title I:** 2.4, 2.5 **Funding Sources:** Personnel - 211 Title I, Part A - $81,390	**Nov**	**Feb**	**June**
	15%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement with fidelity the Guided Math framework. Appropriate instructional materials, manipulatives, and resources will be provided to meet expectations and improve learning for all students.	**Formative**		
Strategy's Expected Result/Impact: Improve students' mathematical reasoning, problem solving and computation. **Staff Responsible for Monitoring:** Administrators Instructional Coach(es) Teachers **Title I:** 2.4, 2.5 **Funding Sources:** Math Materials - 211 Title I, Part A - $8,602.50, Math Materials - 199 PIC 25 State Bilingual/ESL - $2,131.50	**Nov**	**Feb**	**June**
	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional learning opportunities (training, book study, cohorts, etc.) will be provided for teachers to improve Tier 1 mathematical instruction.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improve students' mathematical reasoning, and computation as well as the opportunity for teachers' professional growth. **Staff Responsible for Monitoring:** Administrators Instructional Coach(es)	25%		

Strategy 4 Details	Formative Reviews		
Strategy 4: P16 Math Collaborative will be implemented. Components include: math fact fluency, math warm-ups, remediation plan, math facilitator support, principal and district support. All components will be implemented at Grade 5. In grades 2-4, most components will be implemented.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improve students' math fact fluency, computation, reasoning, and overall achievement in mathematics. **Staff Responsible for Monitoring:** Administrators Instructional Coach(es) Teachers	20%		

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

Title I Personnel

Name	Position	Program	FTE
Brenda Larios	Instructional Coach	Title I	1.0

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Raz Kidz		$4,110.00
3	2	2	Reading Materials		$8,602.50
4	1	4	Tutors, instructional materials/supplies		$8,395.00
4	1	7	Part-Time Tutor		$15,000.00
4	2	1	Personnel		$81,390.00
4	2	2	Math Materials		$8,602.50
				Sub-Total	$126,100.00
				Budgeted Fund Source Amount	$126,100.00
				+/- Difference	$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Teachers for targeted instruction camp		$5,874.00
4	1	4	Teachers for targeted instructional camp		$5,874.00
				Sub-Total	$11,748.00
				Budgeted Fund Source Amount	$11,748.00
				+/- Difference	$0.00
199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Materials		$2,132.00
3	2	2	Reading Materials		$2,131.50
4	2	2	Math Materials		$2,131.50
				Sub-Total	$6,395.00
				Budgeted Fund Source Amount	$6,395.00
				+/- Difference	$0.00
				Grand Total Budgeted	$144,243.00
				Grand Total Spent	$144,243.00

199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00