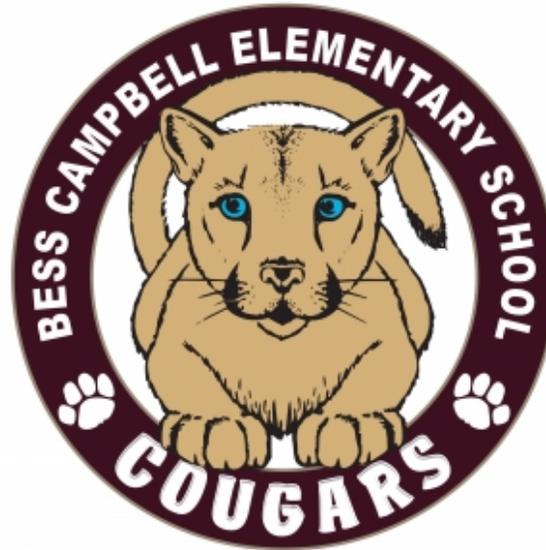


Lamar Consolidated Independent School District
Campbell Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Campbell Elementary is fully committed to the success of all students as they journey to become life-long learners.

Value Statement

*Character Development: Foster an atmosphere of responsibility and respect for the development of character in our children.

*Academics: Valuing achievement in all academic and community endeavors so all students can reach their potential.

*Communication: Opening channels of communication to enhance the building of relationships.

*Continuous Improvement: Integrating “best practices” through collaboration in our PLC’s.

*High standards: Monitoring student outcomes by analyzing reliable and valid assessments from clear and focused objectives for each student.

*Safe Schools: Devising and maintaining a safe school environment.

*Life-long Learning: Modeling life-long learning for continuous intellectual growth.

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Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

Demographics

Demographics Summary

Campbell Elementary is a campus with high expectations that focuses on each student's needs. We have total enrollment of 475 students in grades kindergarten through fifth grade. Our overall State Accountability Rating is an A as of 2022, earning the following distinctions: English/Language Arts, Math, Science, Academic Growth, Post Secondary Readiness, and Closing the Gap. We house three district centralized special education programs (CAP, SLC, and Compliance SLC) resulting in 12% of our enrollment in a special ed program. Overall daily attendance is 96.1% . The table below is a summary of enrollment by demographic and student groups.

	Student	Student		Teacher	Teacher
Demographics	2022-2023	2021-2022		2021- 2022	2020-2021
White	63%	62.5%		87%	83.9%
Hispanic	14%	16.5%		10%	11.2%
Asian	10%	10.7%		0%	0%
Black/African American	7%	6%		3%	4.9%
Two or More Races	5%	3.7%		0%	0%

	2022-2023	2021-2022	
Economically Disadvantaged	11%	9.1%	
Emergent Bilingual	9%	5.2%	
Special Ed Indicator	13%	12.3%	
Dyslexia	3%	1%	
504	5%	4%	
At Risk	22%	25%	
GT	26%	28%	
Retention Rate	.66%	1.16%	

	2022-2023	2021-2022	
Attendance Rate	96.10%	96.5%	20/21- 98.6%, 19/20- 99.7%
Mobility Rate	7.11%	3.6%	

Staff Demographics:

- 23% Administrative Support
- 62% Teacher
- 15% Educational Aide
- 0% Auxiliary

Demographics Strengths

Campbell Elementary Student Strengths:

Subject	Demographic	Strength	Success
Reading	Grades 3-5	69% Mastery Average	22-23 Goal aimed at 63% Mastery level resulting in goal attainment
Math	4th Grade ECO Dis	100% Meets 67% Mastery	No students in this demographic area failed or are scoring in the approaches range
Science	5th Gr Current LEP Students	44% Mastery 67% Meets 89% Approaches	The students surpassed expectations.
Math	4th Grade	83% Mastery	Students scored 23% points higher than the goal set at 60%
Reading	4th Grade Hispanic Students	57% Mastery 86% Meets 100% Approaches	The students surpassed expectations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance is at 96.1, having decreased by 3.6% in the last three years. **Root Cause:** The root cause is associated with the parental misconception of the importance of school attendance in elementary school.

Student Learning

Student Learning Summary

2022-2023 GRA Data:

Grade Level	Below Grade Level	On Grade Level	Above Grade Level
Kindergarten	5% (21/22- 16%)	24% (21/22- 38%)	71% (21/22- 46%)
1st Grade	4% (21/22- 7%)	7% (21/22- 13%)	89% (21/22- 80%)
2nd Grade	3% (21/22- 5%)	2% (21/22- 18%)	95% (21/22- 77%)

STAAR Data: (Approaches / Meets / Masters)

Grade Level	Math	Reading		Science
3rd	91 / 73 / 36	92 / 79 / 62		-
4th	95 / 92 / 83	95 / 86 / 68		-
5th	99 / 91 / 72	99 / 91 / 76		96 / 80 / 52

Student Learning Strengths

- On the 3rd grade reading STAAR assessment, 62% of our students scored at the Masters level.

- On the 4th grade math STAAR assessment, 83% of our students scored at the Masters level.
- On the 5th grade reading STAAR assessment, 76% of our students scored at the Masters level.
- On the GRA, 95% of the students in grade Kinder are at or above grade level reading expectations. (This is an increase of 10% from last year.)
- On the GRA, 96% of the students in grade 1 are at or above grade level reading expectations. (This is an increase of 3% from last year.)
- On the GRA, 97% of the students in grade 2 are at or above grade level reading expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not provided ample daily opportunities to respond to formative and summative assessments in written form across all content areas.

Root Cause: Students' opportunities to write in class is dependent on the teachers' knowledge of the impact that daily writing can have on student thinking.

School Processes & Programs

School Processes & Programs Summary

Teacher Retention

	# of teachers
2017-2018	38
2018-2019	37.5
2019-2020	34.5
2020-2021	32.5
2021-2022	40.5
2022-2023	40.5

[Effective Teachers](#)

	# of teachers	% Highly Qualified	% Core academic subject areas taught by Highly qualified teachers	% Teachers receiving high-quality professional development
2017-2018	38	100%	100%	100%
2018-2019	37.5	100%	100%	100%
2019-2020	34.5	100%	100%	100%
2020-2021	32.5	100%	100%	100%
2021-2022	40.5	100%	100%	100%
2022-2023	40.5	100%	100%	100%

School Processes & Programs Strengths

Staff Recruitment and Retention

- 100% of students are taught by highly qualified teachers.

- 83% of Campbell teachers have eleven or more years of teaching experience.
- 100% of teachers received at least 16 hours of high quality district professional development. Teachers participate in quality campus training throughout the school year.
- Opportunities to observe colleagues' teaching is available to teachers during Instructional Rounds.
- PLCs are utilized to establish learning norms (the four components of PLC's) and to review student data to determine Tiered student support.
- 100% of Kindergarten through Third Grade teachers successfully completed the Texas Reading Academy.
- Kindergarten through Second Grade teachers implemented systemic, explicit phonic program.
- One Instructional Coach is available to provide modeled lessons and individual support for classroom teachers as needed as well as offer planning and strategy implementation support.
- An Emergent Bilingual Specialist is available 2.5 days a week to provide sheltered instruction and planning support for teachers of emergent bilingual students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Recruitment of faculty and staff for special education district programs is challenging. **Root Cause:** The difficulty of the assignment to provide a learning environment conducive to meet students' needs.

Problem Statement 2 (Prioritized): Student attendance is at 96.1, having decreased by 3.6% in the last three years. **Root Cause:** The root cause is associated with the parental misconception of the importance of school attendance in elementary school.

Perceptions

Perceptions Summary

Family and Community Engagement Summary

Campbell Elementary is devoted to the success of our students, working in tandem with our parents and guardians. Varied means of communication is utilized to partner with all stakeholders for student success. Our motto is, "We are here to help." Campbell provides many events for our parents, with additional emphasis on parents of students in special populations, to receive information on the academic progress and strategies to help their child at home.

School Culture and Climate

All classroom teachers have systems in place in the classroom for students to be successful not only academically but behaviorally, such as Character Counts and positive behavior supports. Campus staff hold students accountable through the universal use of common language and structures. Campbell PBIS committee meets monthly to review classroom and school behavior data and to help solve any areas of concern or need. Climate surveys are given to staff, students, and parents each year. The staff follows the 4 C's: Commitment / Communication / Curriculum / Continuous Improvement which is in direct correlation to our Mission Statement and Values.

Mission Statement

Campbell Elementary is fully committed to the academic, social, and emotional success of all students as they journey to become life-long learners.

Value Statements

- **Character Development:** Foster an atmosphere of responsibility and respect for the development of character in our children.
- **Academics:** Valuing achievement in all academic and community endeavors so all students can reach their potential.
- **Communication:** Opening channels of communication to enhance the building of relationships.
- **Continuous Improvement:** Integrating “best practices” through collaboration in our PLC’s.
- **High Standards:** Monitoring student outcomes by analyzing reliable and valid assessments from clear focused objectives for each student.
- **Safe Schools:** Devising and maintaining a safe school environment.
- **Life-long Learning:** Modeling life-long learning for continuous intellectual growth.

Instructional / Curricular:

- Balanced Literacy / Guided Reading & Writing
- Guided Math
- Thinking Maps
- Science Lab
- Software: Learning Farm, Prodigy, Bean Stack, Stem Scopes, RAZ Kids, Writable, Typing Club, Starfall
- ESL: Sheltered Instruction
- MTSS: Explicit and systematic instruction based on multi sources of data

- Sped: LLI, UFLI Phonics, Reading by Design (Dyslexia Program for SPED)
- Dyslexia: HD Word, Phonics Blast, Phonics Boost
- The Science of Teaching Reading

Personnel (Recruitment / Support / Retain):

- Administrative Core Team Members attended LCISD job fairs
- Sound structural support (Vertical Teams, Team Leaders, Core Team, Instructional Coach and EB Specialist)
- Utilize Campus Climate Survey to Address continuous improvement
- Collaborative efforts to develop a sound Staff development plan

Collaborative Organizational Structures:

- A-Team Leadership Team (Includes administrators & Coaches)
- Team Leaders
- Core Team Members specific to content areas
- Vertical Teams
- PLC's
- Special Pops Committee
- SBDM
- PBIS Committee
- Attendance Committee

Administrative:

- Campus Follows the 4 C's (Commitment, Curriculum, Continuous Improvement, Communication)
- Lamar CISD Leadership Definition
- Promise to Parents
- Weekly Communication utilizing Paw Prints via Skylert

Perceptions Strengths

- Behavioral expectations are posted in all classrooms and common areas.
- Behavior contracts are posted in all classrooms.
- PBIS Committee met once a month to promote making good decisions, being a good citizen, and develop positive social skills. Student pledge to fight against bullying through participation in the No Place for Hate program.
- Fifth grade participates in a positive behavior house system (inspired by Ron Clark) to develop community and reinforce positive character development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Character education doesn't transfer into the classroom as an explicit lesson, as most lessons are addressed with the counselor through guidance classes. **Root Cause:** The assumption that developing character is the counselor's responsibility.

Priority Problem Statements

Problem Statement 1: Students are not provided ample daily opportunities to respond to formative and summative assessments in written form across all content areas.

Root Cause 1: Students' opportunities to write in class is dependent on the teachers' knowledge of the impact that daily writing can have on student thinking.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student attendance is at 96.1, having decreased by 3.6% in the last three years.

Root Cause 2: The root cause is associated with the parental misconception of the importance of school attendance in elementary school.

Problem Statement 2 Areas: Demographics - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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
- 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
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 6, 2023

Goal 1: By the end of the 2023-2024 school year, 69% of the students will score Meets, and 51% of the students will score Masters as measured by STAAR Reading and 95% of the students will obtain on grade level or above grade level status by the end of the year on the GRA reading assessment in grades K-2.

Performance Objective 1: Each quarterly review, ensure all K-2 ELA content teachers are utilizing Balanced Literacy to enhance reading instruction for all students so that 95% of the students are at or above grade level in reading on the GRA.

HB3 Goal

Evaluation Data Sources: *Monthly Instructional Rounds

*Walk-Through Documentation with focus on the components of Balanced Literacy.

*Lesson Plans

*TELPAS scores from 2022-2023

*GRA Data each 9 Weeks

*CLI Engage data (Kinder)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional Coach and Reading Interventionist will collaborate with K-2 teachers during monthly vertical team meetings and PLC's to improve the teachers tier 1 instruction as it relates to literacy.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of phonics and phonemic awareness instruction to improve instructional strategies resulting in growth on the GRA.</p> <p>Staff Responsible for Monitoring: Instructional Coach and Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents of students identified as Emergent Bilingual will be invited to attend a Fall Open House session targeting the improvement of language as it relates to literacy skills.</p> <p>Strategy's Expected Result/Impact: Improved linguistic ability resulting in growth on the GRA</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 199 PIC 25 State Bilingual/ESL - 1990-11-6399-00-119-25-0 - \$600</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will provide and document individualized linguistic accommodations such as visuals, sentence stems, anchor charts, leveled texts, etc. for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Scaffold linguistic needs with Sheltered Instruction Strategies to improve literacy skills</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Using the MAP and GRA assessments to identify Tier II and Tier III students, the reading classroom teacher, reading tutorial teacher, and Instructional Coach will provide weekly targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Improve literacy skills resulting in growth as documented on the MAP and GRA assessments.</p> <p>Staff Responsible for Monitoring: Reading Teachers, Instructional Coach and In-school Reading Tutorial Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Special Education Students' IEP's and interventions will be monitored and updated every nine weeks in Success Ed.</p> <p>Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p>Staff Responsible for Monitoring: Special Education Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not provided ample daily opportunities to respond to formative and summative assessments in written form across all content areas. Root Cause: Students' opportunities to write in class is dependent on the teachers' knowledge of the impact that daily writing can have on student thinking.</p>

Goal 1: By the end of the 2023-2024 school year, 69% of the students will score Meets, and 51% of the students will score Masters as measured by STAAR Reading and 95% of the students will obtain on grade level or above grade level status by the end of the year on the GRA reading assessment in grades K-2.

Performance Objective 2: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of our MTSS Reading interventions for students who demonstrate deficiencies and/or who are identified At - Risk or Special Ed so that at least 69% of all students achieve a Meets level on STAAR Reading.

- Evaluation Data Sources:** *4/9 week major assessments in Eduphoria
 *Campbell Goals Form
 *GRA / Running Records
 *MAP Reading Assessment Grades 3-5
 *Benchmark Testing
 *2024 STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize GRA, Running Records and MAP data to target skills and monitor student growth during Reading Workshop.</p> <p>Strategy's Expected Result/Impact: The GRA, running records and MAP data will provide formative data to determine targeted instruction for individual student progress and close the gap for students identified in sub pop categories.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide and document individualized linguistic accommodations, such as visuals, sentence stems, anchor charts, leveled text, etc. for Emergent Bilingual Students.</p> <p>Strategy's Expected Result/Impact: Scaffold linguistic needs with Sheltered Instruction Strategies to improve literacy skills</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Leveled Texts - 199 PIC 25 State Bilingual/ESL - 1990-11-6329-00-119-25-0 - \$2,810</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Using the MAP, Benchmarks and GRA to identify Tier II and Tier III students, the reading classroom teacher, reading tutorial teacher and Instructional Coach will provide weekly targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved literacy skills resulting in growth as documented on the MAP and GRA assessments</p> <p>Staff Responsible for Monitoring: Reading Teachers, Instructional Coach, In-School Reading Tutorial Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parents of students identified as Emergent Bilingual will be invited to attend a fall Open House session targeting the improvement of language as it relates to literacy skills.</p> <p>Strategy's Expected Result/Impact: Improved linguistic ability resulting in growth on the GRA and STAAR Reading Assessments</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students in 4th and 5th grade who failed STAAR Reading or of the students who did not take STAAR in the Spring of 2023 will receive the required hours of accelerated instruction as per HB 1416.</p> <p>Strategy's Expected Result/Impact: The accelerated instruction will provide targeted instruction to advance students to the Approaches level or greater on the STAAR assessment in the spring of 2023.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Special Education Teacher, General Ed Teachers, EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Special Education Students' IEP's and interventions will be monitored and updated every nine weeks in Success Ed.</p> <p>Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p>Staff Responsible for Monitoring: Special Education Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not provided ample daily opportunities to respond to formative and summative assessments in written form across all content areas. Root Cause: Students' opportunities to write in class is dependent on the teachers' knowledge of the impact that daily writing can have on student thinking.</p>

Goal 2: By the end of the 2023-2024 school year, 68% of the students will score Meets and 55% of the students will score Masters as measured by MAP data for 1st through 5th grades and STAAR Math grades 3-5.

Performance Objective 1: Measure student progress in grades 1 & 2 each nine weeks to determine the effectiveness of the Guided Math Program for students who demonstrate deficiencies and / or who are identified At-Risk so that at least 68% of all students achieve a Meets level and 55% of the students will score Masters on the end of the year Math MAP Assessment.

Evaluation Data Sources: *Instructional Rounds

*Campbell Goals Form

*Summative Assessments

*MAP Assessment Grade 1 & 2

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Using the MAP data and Math Summative Assessments to identify Tier II and Tier III students, the math classroom teacher and math tutorial teacher will provide weekly targeted, explicit, and systematic instruction.</p> <p>Strategy's Expected Result/Impact: Improve Tiered students' numeracy skills and math problem solving skills resulting in growth as documented on the MAP Math Assessments</p> <p>Staff Responsible for Monitoring: Administrative Team Math Teachers Math In-school Tutorial Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6118-11-119-24-0-B30 - \$660</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Opportunities will be provided for math teachers in grades 1 & 2 to collaborate during vertical team meetings and PLCs to improve the teachers' Tier I instruction in Number Talks to develop numeracy.</p> <p>Strategy's Expected Result/Impact: Effective utilization of Number Talks resulting in growth on MAP Math</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: IEP's will be monitored and updated every nine weeks in Success Ed.</p> <p>Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p>Staff Responsible for Monitoring: Special Education Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not provided ample daily opportunities to respond to formative and summative assessments in written form across all content areas. Root Cause: Students' opportunities to write in class is dependent on the teachers' knowledge of the impact that daily writing can have on student thinking.</p>

Goal 2: By the end of the 2023-2024 school year, 68% of the students will score Meets and 55% of the students will score Masters as measured by MAP data for 1st through 5th grades and STAAR Math grades 3-5.

Performance Objective 2: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of the Guided Math Program for students who demonstrate deficiencies and / or who are identified At-Risk so that at least 68% of all students achieve a Meets and 55% of the students will score Masters level on the STAAR Math assessment.

- Evaluation Data Sources:** *4/9 week major assessments in Eduphoria
 *Campbell Goals Form
 *MAP Assessments Grades 3-5
 *Benchmark Testing
 *2024 Math STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All math teachers in grades 3-5 will implement Guided Math to make informed instructional decisions targeting specific areas for student remediation and growth to build problem solving skills.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of problem solving strategies will result in growth on the MAP and STAAR Math assessments</p> <p>Staff Responsible for Monitoring: 3-5 math teachers, In- school Math Tutorial Teacher, Administrative Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math teachers in grades 3-5 will participate in Instructional Rounds to learn about high yield instructional strategies to help improve math problem solving skills.</p> <p>Strategy's Expected Result/Impact: Teachers will gain tier 1 strategies to help improve math instruction in their own classrooms.</p> <p>Staff Responsible for Monitoring: Math teachers, Administrative Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students are not provided ample daily opportunities to respond to formative and summative assessments in written form across all content areas. **Root Cause:** Students' opportunities to write in class is dependent on the teachers' knowledge of the impact that daily writing can have on student thinking.

Goal 2: By the end of the 2023-2024 school year, 68% of the students will score Meets and 55% of the students will score Masters as measured by MAP data for 1st through 5th grades and STAAR Math grades 3-5.

Performance Objective 3: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of our MTSS math interventions for students who demonstrate deficiencies and / or who are identified At-Risk or Special Ed so that at least 68% of all students achieve a Meets level and 55% Masters level of all students on STAAR Math.

- Evaluation Data Sources:** *4/9 week Major Assessments in Eduphoria
 *Campbell Goals Form
 *MAP Assessment Grade 3-5
 *Benchmark Testing
 *2024 STAAR Math Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Using the MAP, Benchmarks, and Math Summative Assessments to identify Tier II and Tier III students, the math classroom teacher, math tutorial teacher will provide weekly targeted, explicit and systematic instruction.</p> <p>Strategy's Expected Result/Impact: Improve math problem solving skills resulting in growth as documented on the MAP and STAAR Math Assessments</p> <p>Staff Responsible for Monitoring: Math Teachers Math In-school Tutorial Teacher Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6118-11-119-24-0-B30 - \$2,640</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Opportunities will be provided for math teachers in grades 3-5 to collaborate during vertical team meetings and PLCs to improve the teachers Tier I instruction in Number Talks developing numeracy.</p> <p>Strategy's Expected Result/Impact: Effective utilization of Number Talks resulting in growth on STAAR Math</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: IEP's will be monitored and updated every nine weeks in Success Ed.</p> <p>Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p>Staff Responsible for Monitoring: Special Education Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students in 4th and 5th grade who failed STAAR Math will receive the required hours of accelerated instruction as per HB 1416.</p> <p>Strategy's Expected Result/Impact: The accelerated instruction will provide targeted instruction to advance students to the Approaches level or greater on the STAAR assessment in the spring of 2024.</p> <p>Staff Responsible for Monitoring: Instructional Coach, EB Specialist, Special Education Teacher, Classroom Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</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>			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students are not provided ample daily opportunities to respond to formative and summative assessments in written form across all content areas. **Root Cause:** Students' opportunities to write in class is dependent on the teachers' knowledge of the impact that daily writing can have on student thinking.

Goal 3: By the end of the 2023-2024 school year, Campbell's student attendance rate will improve from 95.8% to 96.8%.

Performance Objective 1: Campbell staff will monitor attendance rates each nine weeks for students demonstrate good attendance habits to aim for 96.8% improved attendance.

Evaluation Data Sources: *Nine Weeks Attendance Data from Skyward

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The PBIS Team will communicate information about the benefits of good attendance habits and the importance of obtaining a doctor's note when absent to varied parent platforms such as the parent orientation power point hosted at the beginning of the school year, teacher newsletters and weekly Paw Prints.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the benefits of good attendance in relation to higher academic achievement.</p> <p>Staff Responsible for Monitoring: PBIS Team Members Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The PBIS Team will evaluate attendance rates by nine weeks grading period to determine the following rewards: Nine Weeks 1 ~ Pencils / Nine Weeks 2 ~ Spell Campbell to earn PAT / Nine Week 3 ~ Ice Cream / Nine Week 4 ~ Spell Cougar to earn PAT</p> <p>Strategy's Expected Result/Impact: Improved attendance rate to gain more academic skills needed to be successful</p> <p>Staff Responsible for Monitoring: *PBIS Team *Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The attendance clerk will run Skyward reports every progress report and report card period so that with incremental absences of five parents will receive written and/or verbal communication about the number of accumulated absences.</p> <p>Strategy's Expected Result/Impact: Improve student attendance to avoid possible truancy charges</p> <p>Staff Responsible for Monitoring: Attendance Clerk AP</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The attendance review committee will examine the excuses submitted by the parent to determine if there is an underlying root cause such as Bullying, illness or an underlying extenuating circumstance that has gone unresolved.</p> <p>Strategy's Expected Result/Impact: Students who are missing school will feel supported with outlying concerns.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance is at 96.1, having decreased by 3.6% in the last three years. Root Cause: The root cause is associated with the parental misconception of the importance of school attendance in elementary school.</p>
School Processes & Programs
<p>Problem Statement 2: Student attendance is at 96.1, having decreased by 3.6% in the last three years. Root Cause: The root cause is associated with the parental misconception of the importance of school attendance in elementary school.</p>

State Compensatory

Budget for Campbell Elementary

Total SCE Funds: \$3,300.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Funds will be utilized to support our reading in-school tutorial plan. The tutorial teacher will offer eight sessions in the fall and fifteen in the spring for the 2023-2024 school year.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Michelle Koerth	Principal
Administrator	Joe Imrie	AP
Non-classroom Professional	Jill Medve	Counselor
Classroom Teacher	D'Ann Lavine	Kindergarten Teacher
Classroom Teacher	Kelly Polinski	1st Grade Teacher
Classroom Teacher	Patty Martin	2nd Grade Teacher
Classroom Teacher	Tonia Perry	3rd Grade Teacher
Classroom Teacher	Jennifer McCord	4th Grade Teacher
Classroom Teacher	Kelly Newman	5th Grade Teacher
Classroom Teacher	Debbie Nesbitt	Specials Teacher
Classroom Teacher	Christine Bryan	Special Ed Teacher
District-level Professional	Cheryl Brimhall	District Instructional Coordinator
Parent	Alycia Boyce	Parent
Parent	Anne King	Parent
Community Representative	Heather Carroll	Community Representative
Paraprofessional	Tami Champion	Paraprofessional

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Tutorials	1990-11-6118-11-119-24-0-B30	\$660.00
2	3	1	Tutorials	1990-11-6118-11-119-24-0-B30	\$2,640.00
Sub-Total					\$3,300.00
Budgeted Fund Source Amount					\$3,300.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials	1990-11-6399-00-119-25-0	\$600.00
1	2	2	Leveled Texts	1990-11-6329-00-119-25-0	\$2,810.00
Sub-Total					\$3,410.00
Budgeted Fund Source Amount					\$3,410.00
+/- Difference					\$0.00
Grand Total Budgeted					\$6,710.00
Grand Total Spent					\$6,710.00
+/- Difference					\$0.00