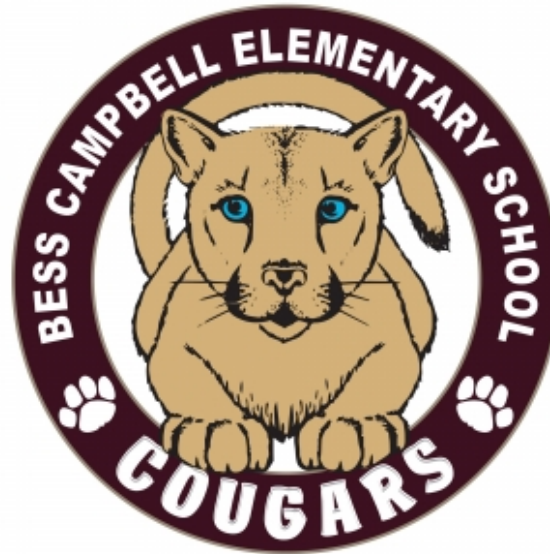


# Lamar Consolidated Independent School District

## Campbell Elementary

### 2024-2025 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: June 18, 2024

## Demographics

### Demographics Summary

Campbell Elementary is a campus with high expectations that focuses on each student's needs. We have total enrollment of 430 students in grades kindergarten through fifth grade. Our 2023 overall Accountability Rating is an A. 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 97% . The table below is a summary of enrollment by demographic and student groups.

	Student	Student	Staff	Staff
Demographics	2022-2023	2023-2024	2022- 2023	2023-2024
White	63%	58%	87%	81%
Hispanic	14%	15%	10%	13%
Asian	10%	12%	0%	0%
Black/African American	7%	9%	3%	6%
Two or More Races	5%	6%	0%	0%

	2022-2023	2023-2024	
Economically Disadvantaged	11%	13%	
Emergent Bilingual	9%	12%	
Special Ed Indicator	13%	16%	
Dyslexia	3%	2%	
504	5%	4%	
At Risk	22%	24%	
GT	26%	22%	
Retention Rate	1%	0%	
Attendance Rate	96.10%	97%	

	2022-2023	2023-2024	
Mobility Rate	7.11%	7%	

Staff Demographics:

- 21% Administrative Support
- 62% Teacher
- 17% Educational Aide (Highly Qualified)
- 0% Auxiliary

Discipline Data: 3 Referrals with Out of School Suspension (Special Education - CSLC)

**Demographics Strengths**

Campbell Elementary Student Strengths:

Subject	Demographic	Strength	Success
Reading	Grades 3-5	68% Mastery Average	23-24 Goal aimed at 63% Mastery level resulting in goal attainment
Math	4th Grade Special Ed	88% Approaches 69% Meets	13% growth in the approaching area for our students identified in need of special services and 2% growth in the meets category
Reading	3rd Grade	61% Mastery 90% Meets 98% Approaches	Our approaches level grew 7% and the meets level grew 12% on our 3rd grade Reading STAAR assessment.
Math	4th Grade	84% Mastery	Students scored 29% points higher than the goal set at 55%

Subject	Demographic	Strength	Success
Reading	4th Grade Hispanic Students	57% Mastery 86% Meets 100% Approaches	The students surpassed expectations.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Due to Lamar CISD's hyper growth, Campbell will be adding 166 new students and 10 new classroom teachers to our campus impacting the need to ensure all new stakeholders build positive relationships. **Root Cause:** Leveling elementary campuses in the maroon track.

## 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

#### SUMMARY OF STUDENT LEARNING STRENGTH'S:

- 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:** Students are not provided ample opportunities to utilize math problem solving skills consistently from grades 1 through 5. **Root Cause:** Students' opportunities to solve math one to three step problems are not consistent from the primary grade levels to the intermediate grade levels.

**Problem Statement 2:** The population of Emerging Bilingual is growing and our staff needs support in Sheltered Instruction Strategies. **Root Cause:** Due to the hyper growth of our district, Campbell is receiving a significant number of EB students.



# 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
2023-2024	33.5

### [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%
2023-2024	33.5	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 called UFLI
- 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.
- In preparation for the 2024-2025 school year, the administrative team and sets of teachers joined together to recruit for our additional 260 students being rezoned to Campbell. We are adding 12 additional teachers and 3 additional aides.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Recruitment of faculty and staff for hard to fill positions makes it difficult to follow daily schedules. **Root Cause:** The difficulty to fill positions is caused by a lack of applicants who often decline positions due to a low salary.

# 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, Bean Stack, Stem Scopes, RAZ Kids, Writable, Typing Club, Starfall
- EB: 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
- 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 / Campus Improvement Council
- PBIS Committee
- Attendance Committee
- Guiding Coalition

### **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:** Due to Lamar CISD's hyper growth, Campbell will be adding 166 new students and 10 new classroom teachers to our campus impacting the need to ensure all new stakeholders build positive relationships.

**Root Cause 1:** Leveling elementary campuses in the maroon track.

**Problem Statement 1 Areas:** Demographics

# 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
- Federal Report Card and accountability data

## Student Data: Assessments

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

- 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 20, 2024






**Goal 1:** By the end of the 2024-2025 school year, 90% of the students will score Approaches, 70% of the students will score Meets, and 55% of the students will score Masters as measured by STAAR Reading and 85% of the students in grades K-1 will be on or above grade level using multiple measure of data, such as, MAP Fluency, Running Records, MAP Growth, Kindergarten Check-list, TX-KEA and the Kindergarten Letter Recognition / Phonological Pre-Assessment.







**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 85% of the students are at or above grade level in reading on the MAP Fluency Foundational Skills.

### HB3 Goal

- Evaluation Data Sources:**
- \*Monthly Instructional Rounds
  - \*Walk-Through Documentation with focus on the components of Balanced Literacy.
  - \*Lesson Plans
  - \*TELPAS scores from 2024-2025
  - \*MAP Fluency Data each 9 Weeks
  - \*CLI Engage data (Kinder)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Deeper understanding of phonics and phonemic awareness instruction to improve instructional strategies resulting in growth on the GRA.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach and Reading Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			


Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved linguistic ability resulting in growth on the MAP Fluency Assessment</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Materials - 199 PIC 25 State Bilingual/ESL - 1990-11-6399-00-119-25-0 - \$600</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will provide and document individualized linguistic accommodations such as visuals, sentence stems, anchor charts, leveled texts, etc. for Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Scaffold linguistic needs with Sheltered Instruction Strategies to improve literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Using the MAP and MAP Fluency 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><b>Strategy's Expected Result/Impact:</b> Improve literacy skills resulting in growth as documented on the MAP and MAP Fluency assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Teachers, Instructional Coach and In-school Reading Tutorial Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			






Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Special Education Students' IEP's and interventions will be monitored and updated every nine weeks in Success Ed.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will utilize the strategies from Seven Steps to a Language Rich Classroom to establish procedures conducive to language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Language Development and show growth on TELPAS Assessment</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach / Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Goal 1:** By the end of the 2024-2025 school year, 90% of the students will score Approaches, 70% of the students will score Meets, and 55% of the students will score Masters as measured by STAAR Reading and 85% of the students in grades K-1 will be on or above grade level using multiple measure of data, such as, MAP Fluency, Running Records, MAP Growth, Kindergarten Check-list, TX-KEA and the Kindergarten Letter Recognition / Phonological Pre-Assessment.

**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 66% of all students achieve a Meets level on STAAR Reading.

- Evaluation Data Sources:** \*4/9 week major assessments in Eduphoria  
 \*Campbell Goals Form  
 \*MAP Fluency / Running Records  
 \*MAP Reading Assessment Grades 3-5  
 \*Benchmark Testing  
 \*2025 STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will utilize MAP Fluency, Running Records and MAP data to target skills and monitor student growth during Reading Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> The MAP Fluency, 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><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will provide and document individualized linguistic accommodations, such as visuals, sentence stems, anchor charts, leveled text, etc. for Emergent Bilingual Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Scaffold linguistic needs with Sheltered Instruction Strategies to improve literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Leveled Texts - 199 PIC 25 State Bilingual/ESL - 1990-11-6329-00-119-25-0 - \$900</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Using the MAP, Benchmarks and MAP Fluency 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><b>Strategy's Expected Result/Impact:</b> Improved literacy skills resulting in growth as documented on the MAP and MAP Fluency assessments</p> <p><b>Staff Responsible for Monitoring:</b> Reading Teachers, Instructional Coach, In-School Reading Tutorial Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved linguistic ability resulting in growth on the MAP Fluency and STAAR Reading Assessments</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students in 4th and 5th grade who failed STAAR Reading or of the students who did not take STAAR in the Spring of 2024 will receive the required hours of accelerated instruction as per HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> The accelerated instruction will provide targeted instruction to advance students to the Approaches level or greater on the STAAR assessment in the spring of 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Special Education Teacher, General Ed Teachers, EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Special Education Students' IEP's and interventions will be monitored and updated every nine weeks in Success Ed.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Teachers will utilize the strategies from Seven Steps to a Language Rich Classroom to establish procedures conducive to language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their language development and show growth on the TELPAS Assessment</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach / Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** By the end of the 2024-2025 school year, 92% of the students will score Approaches, 66% of the students will score Meets and 56% of the students will score Masters as measured by STAAR Math grades 3-5 and MAP Growth Grades 1-5.



**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.






**Evaluation Data Sources:** \*Instructional Rounds

\*Campbell Goals Form

\*Summative Assessments

\*MAP Growth Assessment Grade 1 & 2

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve Tiered students' numeracy skills and math problem solving skills resulting in growth as documented on the MAP Math Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Math Teachers Math In-school Tutorial Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6118-11-119-24-0-B30 - \$759</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Opportunities will be provided for math teachers in grades 1 &amp; 2 to collaborate during vertical team meetings and PLCs to improve the teachers' Tier I instruction using Guided Math Instructional Strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective utilization of Number Talks resulting in growth on MAP Math</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> IEP's will be monitored and updated every nine weeks in Success Ed.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levels:</b> Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



**Goal 2:** By the end of the 2024-2025 school year, 92% of the students will score Approaches, 66% of the students will score Meets and 56% of the students will score Masters as measured by STAAR Math grades 3-5 and MAP Growth Grades 1-5.

**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 92% score Approaches, at least 66% of all students achieve a Meets and 56% 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 Growth Assessments Grades 3-5  
 \*Benchmark Testing  
 \*2025 Math STAAR Assessment





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Consistent implementation of problem solving strategies will result in growth on the MAP and STAAR Math assessments</p> <p><b>Staff Responsible for Monitoring:</b> 3-5 math teachers, In- school Math Tutorial Teacher, Administrative Team</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will gain tier 1 strategies to help improve math instruction in their own classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Administrative Team</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** By the end of the 2024-2025 school year, 92% of the students will score Approaches, 66% of the students will score Meets and 56% of the students will score Masters as measured by STAAR Math grades 3-5 and MAP Growth Grades 1-5.

**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 92% score Approaches, at least 66% of all students achieve a Meets level and 56% 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  
 \*2025 STAAR Math Assessment


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve math problem solving skills resulting in growth as documented on the MAP and STAAR Math Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Math In-school Tutorial Teacher Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6118-11-119-24-0-B30 - \$2,640</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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 utilizing Guided Math Instructional Strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective utilization of Number Talks resulting in growth on STAAR Math</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> IEP's will be monitored and updated every nine weeks in Success Ed.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students in 4th and 5th grade who failed STAAR Math will receive the required hours of accelerated instruction as per HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Instructional Coach, EB Specialist, Special Education Teacher, Classroom Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** By the end of the 2024-2025 school year, 90% of the students will score Approaches, 70% of the students will score Meets and 50% of the students will score Masters as measured by STAAR Science in 5th grade.

**Performance Objective 1:** Each nine weeks, students in 5th grade will demonstrate basic understanding of science concepts on their unit assessments by scoring 70% or better.





**Evaluation Data Sources:** Science Unit Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 5th grade science teachers will provide a Deep Practice problem to spiral the students learning one day a week during Camp Campbell time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic vocabulary Increase basic knowledge of Science Readiness / Process Standards</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach / Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will conduct science experiments using Generation Genius, Science Penguin, and HMH resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Science Vocabulary Content Knowledge</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

**Goal 4:** By the end of the 2024-2025 school year, a group of 10 students in grade 5 and 10 staff members will be a part of a focus group to rate progress on building and keeping relationships.

**Performance Objective 1:** Each nine weeks, students will be provided opportunities to build relationships with their peers.

**Evaluation Data Sources:** Guidance Lessons  
Office Referrals  
Counselor Logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> One time per week, teachers will provide a 10-15 minute opportunity to host a morning meeting provided with different topics of discussion.</p> <p><b>Strategy's Expected Result/Impact:</b> To build relationships and knowledge of individuals</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Homeroom Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - Targeted Support Strategy</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Sponsor three different No Place for Hate Challenges to help foster positive relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Build student discourse / Relationships</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** Due to Lamar CISD's hyper growth, Campbell will be adding 166 new students and 10 new classroom teachers to our campus impacting the need to ensure all new stakeholders build positive relationships. **Root Cause:** Leveling elementary campuses in the maroon track.

# State Compensatory

## Budget for Campbell Elementary

**Total SCE Funds:** \$3,399.00

**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 2024-2025 school year.

# Campus Improvement Team

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



# 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	\$759.00
2	3	1	Tutorials	1990-11-6118-11-119-24-0-B30	\$2,640.00
<b>Sub-Total</b>					\$3,399.00
<b>Budgeted Fund Source Amount</b>					\$3,399.00
<b>+/- Difference</b>					\$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	\$900.00
<b>Sub-Total</b>					\$1,500.00
<b>Budgeted Fund Source Amount</b>					\$1,500.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$4,899.00
<b>Grand Total Spent</b>					\$4,899.00
<b>+/- Difference</b>					\$0.00