Lamar Consolidated Independent School District

Tamarron Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Through an outstanding education, community, and leadership, Tamarron Elementary will empower children to find and use their voice.

Vision

Tamarron Elementary will develop leaders who know their voice and are equipped to accomplish their purpose in life.

Core Beliefs

We Believe:

Every Child Can Learn

We are Change Agents

Teachers Empower Children to Lead their Own Learning

Everyone has Genius

Teachers Develop the Whole Person

Everyone is a Leader

In Family Culture

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Focus:

Improvement of Tier 1 instruction, including addressing needs for EB, ELL, Sped, and GT students.

Improve PLC process to be more teacher driven with planning, assessment creation, and feedback opportunities.

Improve PBIS system for the campus as a whole.

Continue to emphasize the importance of students being at school on time and everyday.

Demographics

Demographics Summary

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Gender		
Female	534	45.52%
Male	639	54.48%
Ethnicity		
Hispanic-Latino	556	47.40%
Race		
American Indian - Alaskan Native	9	0.77%
Asian	133	11.34%
Black - African American	250	21.31%
Native Hawaiian - Pacific Islander	0	0.00%
White	175	14.92%
Two-or-More	50	4.26%

Demographics Strengths

Tamarron is a multi-racial, multi-lingual campus. We are very diverse as is evidenced by various cultures from all over the world. Families at Tamarron embrace the cultural diversity of the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families.   **Root Cause:** Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.

Problem Statement 2 (Prioritized): We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress.   **Root Cause:** The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Student Learning

Student Learning Summary

STAAR Data 3-5 - Overall Data Indicates that in Reading, students maintained, there was a 10% increase in Masters Data. In Math, Tamarron students increased in Meets - 4% and Masters-3% and were even in Approaches - overall not considered a decrease. In Science, there was in increase Masters by 2%.

K-2 GRA data indicates- students increased from 22-23 school year - 10% increase in K, 21% increase in 1st, and 21% increase in 2nd for the monolingual classes. For our BIL classes, there was a decrease 9% in K, 1% increase in 1st, and 12% increase in 2nd. Please note that for BIL classes, the GRA is not comparable to monolingual classes due to the use of HMH.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): K-2 students who are Emergent Bilingual or are eligible for special education continue to score lower on the GRA testing. GRA for the 23-24 school year data shows: *K - special education students were 50% below grade level, EB was 27% below *1st-special education students were 66% below grade level, 20% below grade level *2nd-special education students were 81% below, 33% EB below **Root Cause:** Teachers will improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated. Partnerships with Special Education teachers and general education teachers need improvement to ensure that the students in need are receiving appropriate services.

Problem Statement 2 (Prioritized): The percentage of students in grade 5 who approached or met standard in science was at 68% **Root Cause:** Emphasis for tutorials and planning was Math and Reading. Systems need to be in place to better grow our students in Science in all grade levels.

Problem Statement 3 (Prioritized): K-2 Emergent Bilingual students in dual language classes did not make significant gains in Reading per the HMH testing instruments- levels of reading. K- 23% below grade level 1- 40% below grade level 2- 25% below grade level **Root Cause:** Students are progressing to the next grade level below level which increases the gap to fill by the new teacher. Teachers will receive further training for reading intervention and small groups.

Problem Statement 4 (Prioritized): 1st-5th - Geometry and measurement and computation in algebraic reasoning were the lowest scoring areas in 23-24 STAAR testing (3-5) and MAP testing (1st-2nd). **Root Cause:** Students struggle with reading and identifying strategies to use when solving multistep problems (algebraic reasoning and computation). For geometry and measurement, teachers need to focus on the use of more manipulatives and due to small amount of time for each unit, spiral review will be critical.

Priority Problem Statements

Problem Statement 1: K-2 students who are Emergent Bilingual or are eligible for special education continue to score lower on the GRA testing. GRA for the 23-24 school year data shows: *K - special education students were 50% below grade level, EB was 27% below *1st-special education students were 66% below grade level, 20% below grade level *2nd-special education students were 81% below, 33% EB below

Root Cause 1: Teachers will improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated. Partnerships with Special Education teachers and general education teachers need improvement to ensure that the students in need are receiving appropriate services.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of students in grade 5 who approached or met standard in science was at 68%

Root Cause 2: Emphasis for tutorials and planning was Math and Reading. Systems need to be in place to better grow our students in Science in all grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tamarron teachers will be starting the Innovative Day schedule to increase allotted time for planning and PLCs. This schedule will be a new adjustment for the campus as a whole.

Root Cause 3: Unfamiliar with new process.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Due to prior relaxed standards of attendance during COVID, parents often do not see truancy as important.

Root Cause 4: Parents in our community do not realize the importance of getting their children to school on time or for daily attendance.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families.

Root Cause 5: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.

Problem Statement 5 Areas: Demographics

Problem Statement 6: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress.

Root Cause 6: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Problem Statement 6 Areas: Demographics

Problem Statement 7: There are inconsistent PBIS standards during transition, hallways, cafeteria, on playgrounds, and during arrival and dismissal at various times of the year.

There is also a need to create a more positive culture within the classroom utilizing PBIS strategies.

Root Cause 7: Consistent turn over in staffing and rapid increase of students requires consistent updates of procedures and consistent supervision throughout the campus to monitor adherence to expectations. Increase in positive incentives and communication to parents is needed.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: K-2 Emergent Bilingual students in dual language classes did not make significant gains in Reading per the HMH testing instruments- levels of reading. K-23% below grade level 1- 40% below grade level 2- 25% below grade level

Root Cause 8: Students are progressing to the next grade level below level which increases the gap to fill by the new teacher. Teachers will receive further training for reading intervention and small groups.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 1st-5th - Geometry and measurement and computation in algebraic reasoning were the lowest scoring areas in 23-24 STAAR testing (3-5) and MAP testing (1st-2nd).

Root Cause 9: Students struggle with reading and identifying strategies to use when solving multistep problems (algebraic reasoning and computation). For geometry and measurement, teachers need to focus on the use of more manipulatives and due to small amount of time for each unit, spiral review will be critical.

Problem Statement 9 Areas: Student Learning

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)
- Planning and decision making committee(s) meeting data

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

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: 90% of Tamarron students in each grade level from Kindergarten, First, and Second Grade will end the year reading on Grade level or above based on the EOY GRA/HMH by May 2025.

Performance Objective 1: K-2 teachers will utilize the resources from UFLI Foundations and HMH Phonics to target word work strategies for each student group.

High Priority

HB3 Goal

Evaluation Data Sources: GRA
MAP Fluency

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize UFLI and HMH during weekly planning meetings.	**Formative**		
Strategy's Expected Result/Impact: Growth in MAP Fluency by 5%	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers Admin **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 3			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will set goals for students to monitor reading levels. Students will be held accountable for their learning.	**Formative**		
Strategy's Expected Result/Impact: Growth in Map Fluency by 5%	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers SPED teachers Instructional Coaches Reading Interventionist Admin **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3			

Strategy 3 Details	Formative Reviews		
Strategy 3: Progress monitoring will be conducted through data analysis of graded assignments, Map Fluency data, running records and informal observation.	**Formative**		
Strategy's Expected Result/Impact: Continued Growth in reading levels (lexile) and report card progress	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration Instructional Coaches District ELAR Department Representatives **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3			

Strategy 4 Details	Formative Reviews		
Strategy 4: MAP Fluency training will be conducted during the beginning of the year Professional Development to guide small group reading instruction.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Effective classroom instruction in ELAR **Staff Responsible for Monitoring:** Instructional Coaches Campus Administrators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: K-2 students who are Emergent Bilingual or are eligible for special education continue to score lower on the GRA testing. GRA for the 23-24 school year data shows: *K - special education students were 50% below grade level, EB was 27% below *1st-special education students were 66% below grade level, 20% below grade level *2nd-special education students were 81% below, 33% EB below **Root Cause**: Teachers will improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated. Partnerships with Special Education teachers and general education teachers need improvement to ensure that the students in need are receiving appropriate services.
Problem Statement 3: K-2 Emergent Bilingual students in dual language classes did not make significant gains in Reading per the HMH testing instruments- levels of reading. K- 23% below grade level 1- 40% below grade level 2- 25% below grade level **Root Cause**: Students are progressing to the next grade level below level which increases the gap to fill by the new teacher. Teachers will receive further training for reading intervention and small groups.

Goal 1: 90% of Tamarron students in each grade level from Kindergarten, First, and Second Grade will end the year reading on Grade level or above based on the EOY GRA/HMH by May 2025.

Performance Objective 2: K-2 teachers will implement phonological awareness instruction during Tier 1 instruction.

High Priority

HB3 Goal

Evaluation Data Sources: MAP data
Walk through data

Strategy 1 Details	Formative Reviews		
Strategy 1: K-2 teachers will implement Heggerty phonemic awareness instruction daily during Tier 1 instruction.	**Formative**		
Strategy's Expected Result/Impact: Growth in Map Fluency by 5% Increase MAP data	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: K-2 Instructional Coach Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3			

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Instructional Coach will provide professional development on Sound Walls to monolingual classroom teachers to support phonics instruction in K-2 classrooms. All Sound Walls will be up and prepared for use before the first day of school.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase MAP data Growth in Map Fluency by 5% **Staff Responsible for Monitoring:** Reading Instructional Coach K-2 Instructional Coach Classroom Teachers SPED Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will utilize intentional, well planned small group stations to support phonemic awareness in the classroom.	**Formative**		
Strategy's Expected Result/Impact: Increase MAP data Growth in Map Fluency by 5%	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: K-2 Instructional Coach Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3			

Strategy 4 Details	Formative Reviews

Strategy 4: Implement UFLI during phonics instruction.	Formative		
Strategy's Expected Result/Impact: Increase MAP data Growth in Map Fluency by 5% **Staff Responsible for Monitoring:** Instructional Coach Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	**Feb**	**Apr**	**June**

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: K-2 students who are Emergent Bilingual or are eligible for special education continue to score lower on the GRA testing. GRA for the 23-24 school year data shows: *K - special education students were 50% below grade level, EB was 27% below *1st-special education students were 66% below grade level, 20% below grade level *2nd-special education students were 81% below, 33% EB below **Root Cause**: Teachers will improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated. Partnerships with Special Education teachers and general education teachers need improvement to ensure that the students in need are receiving appropriate services.
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Goal 1: 90% of Tamarron students in each grade level from Kindergarten, First, and Second Grade will end the year reading on Grade level or above based on the EOY GRA/HMH by May 2025.

Performance Objective 3: All Reading teachers PK-5 will implement shared reading and interactive read aloud, which will also lead into the accountable talk further supporting Sheltered Instruction.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Data
ECR

Strategy 1 Details			Formative Reviews		
Strategy 1: Training on Interactive Read Aloud 3rd-5th during Wednesday Workshop.			**Formative**		
Strategy's Expected Result/Impact: Increase MAP data Growth in Map Fluency by 5%			**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coaches Classroom Teacher					
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction					
Problem Statements: Student Learning 1, 3					
Funding Sources: Professional Development/Resources - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,958.25					

Strategy 2 Details	Formative Reviews

Strategy 2 Details			
	Formative Reviews		
Strategy 2: Teachers will collaborate during weekly planning meetings on mentor texts and sentence stems to properly plan for weekly read alouds.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase MAP data Growth in Map Fluency by 5% **Staff Responsible for Monitoring:** Principals Instructional Coaches Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3			

Strategy 3 Details			
	Formative Reviews		
Strategy 3: An emphasis will be placed on the use of Student Discourse in all content areas. Sheltered Instruction techniques including Turn and Talk, Sentence Stems, Talk Read/Talk Write and partnered instruction in math, will be implemented in all classrooms.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Student Engagement Improvement in graded assignment scores **Staff Responsible for Monitoring:** Instructional Coaches Campus Administrators Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $174,938			

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

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. **Root Cause**: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.

Student Learning

Problem Statement 1: K-2 students who are Emergent Bilingual or are eligible for special education continue to score lower on the GRA testing. GRA for the 23-24 school year data shows: *K - special education students were 50% below grade level, EB was 27% below *1st-special education students were 66% below grade level, 20% below grade level *2nd-special education students were 81% below, 33% EB below   **Root Cause**: Teachers will improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated. Partnerships with Special Education teachers and general education teachers need improvement to ensure that the students in need are receiving appropriate services.

Problem Statement 3: K-2 Emergent Bilingual students in dual language classes did not make significant gains in Reading per the HMH testing instruments- levels of reading. K- 23% below grade level 1- 40% below grade level 2- 25% below grade level   **Root Cause**: Students are progressing to the next grade level below level which increases the gap to fill by the new teacher. Teachers will receive further training for reading intervention and small groups.

Goal 2: In Math Grades 3-5, students will show an increase to 80% on STAAR in Geometry and Measurement. In Grade 3-5, students will show an increase to 80% on STAAR in Computations and Algebraic Relationships. This increase will occur on the 2024-25 STAAR Test.

Performance Objective 1: Tamarron Elementary will provide quality Tier 1 instruction to target numerical fluency, problem-solving strategies, and guided math components to ensure adequate mathematical growth of all students, including all early childhood learners.

> **Evaluation Data Sources:** STAAR Math
> MAP data
> Benchmark Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development and Wednesday Workshop on Number Talks and Guided Math components to implement during the instructional day. Teachers will dedicate time to trainings and expectations to become highly effective staff members.`	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: 70% or higher on nine week report card grades and major assessments **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers SPED R/I Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 4			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide campus-wide intervention/enrichment time during daily PackTime to reinforce math skills.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: 70% or higher on nine week report card grades and major assessments **Staff Responsible for Monitoring:** Instructional Coaches Math teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 4			

Strategy 3 Details	Formative Reviews

Strategy 3: Provide staff development and Wednesday Workshop training on accountable workstations to implement during Guided Math.	**Formative**		
Strategy's Expected Result/Impact: 70% or higher on nine week report card grades and major assessments due to spiraled review	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers Instruction Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 4			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress.   **Root Cause**: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Student Learning
Problem Statement 4: 1st-5th - Geometry and measurement and computation in algebraic reasoning were the lowest scoring areas in 23-24 STAAR testing (3-5) and MAP testing (1st-2nd).   **Root Cause**: Students struggle with reading and identifying strategies to use when solving multistep problems (algebraic reasoning and computation). For geometry and measurement, teachers need to focus on the use of more manipulatives and due to small amount of time for each unit, spiral review will be critical.

Goal 2: In Math Grades 3-5, students will show an increase to 80% on STAAR in Geometry and Measurement. In Grade 3-5, students will show an increase to 80% on STAAR in Computations and Algebraic Relationships. This increase will occur on the 2024-25 STAAR Test.

Performance Objective 2: 3rd - 5th grade math

    Evaluation Data Sources: GRA/HMH
MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Tamarron Elementary will provide quality Tier 1 instruction to target fact fluency and word problem comprehension to ensure adequate growth of all students in math to include all Grades 3rd - 5th.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Students will utilize the 3 Reads Protocol and Fact Fluency stations and the result will be automaticity with fact fluency and an increase in comprehension on word problems.
    Staff Responsible for Monitoring: Administrators
Instructional Coaches
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2 - Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Tamarron Elementary will provide interventions to HB 1416 students in Math.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Students receiving intensive intervention will, at minimum, approach on the STAAR Math in 2024.
    Staff Responsible for Monitoring: Administration
Instructional Coaches
Classroom Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Accelerated instruction for above level and GT students.	**Formative**		
Strategy's Expected Result/Impact: Students receiving accelerated instruction will, at minimum, meet on the STAAR Math in 2025.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers GT Facilitator **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Tamarron will provide math tutorials as an intervention.	**Formative**		
Strategy's Expected Result/Impact: Students receiving tutorials will show growth in math scores.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration Classroom Teachers Tutor **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. **Root Cause**: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.
Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. **Root Cause**: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Student Learning

Problem Statement 1: K-2 students who are Emergent Bilingual or are eligible for special education continue to score lower on the GRA testing. GRA for the 23-24 school year data shows: *K - special education students were 50% below grade level, EB was 27% below *1st-special education students were 66% below grade level, 20% below grade level *2nd-special education students were 81% below, 33% EB below   **Root Cause**: Teachers will improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack Time. Consistent staffing is a need. Clear expectations for Guided Reading and Pack Time will be well communicated. Partnerships with Special Education teachers and general education teachers need improvement to ensure that the students in need are receiving appropriate services.

Goal 2: In Math Grades 3-5, students will show an increase to 80% on STAAR in Geometry and Measurement. In Grade 3-5, students will show an increase to 80% on STAAR in Computations and Algebraic Relationships. This increase will occur on the 2024-25 STAAR Test.

Performance Objective 3: Utilize weekly PLCs to target alignment of TEKS with Grade Level Planning, Lessons and Assessments.

High Priority

Evaluation Data Sources: SE Analysis
Lesson Plans
Graded Assignments

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coaches, grade level teachers and campus administrators will participate in weekly PLC meetings to effectively plan and implement grade level TEKS.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: High-Quality Instruction Teacher Collaboration **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Lesson Plans and Graded Assignments will be monitored and reviewed weekly, with feedback given in PLCs and in teacher conferences. Walkthrough observations will be reviewed and feedback given in conferences attended by administrators and teachers.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: High-Quality Instruction
Increased awareness of expectations on lesson plans and assignments
    Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Meet weekly in Core Team to discuss monitoring of walk-throughs, PLCs and lesson plans with an emphasis on monitoring data to determine student success on graded assignments.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Graded Assignment Passing Rates
Data Driven Instruction
    Staff Responsible for Monitoring: Core Team
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments
    Problem Statements: School Processes & Programs 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Coaches and Principal will attend ILT meetings and share necessary information with teachers and CORE team.	**Formative**		
Staff Responsible for Monitoring: Coaches	**Feb**	**Apr**	**June**
Admin CORE Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments			

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Tamarron teachers will be starting the Innovative Day schedule to increase allotted time for planning and PLCs. This schedule will be a new adjustment for the campus as a whole.   **Root Cause**: Unfamiliar with new process.

Goal 3: Students in Grade 5 will show an increase of 10% in Earth and Space Systems and Force, Motion and Energy to achieve an overall average of 80% on STAAR 2024-2025.

Performance Objective 1: Utilize Science Phenomena to increase Science understandings in grades K-5.

High Priority

Evaluation Data Sources: 2024 Science STAAR
Report Cards
Progress Monitoring

Strategy 1 Details	Formative Reviews		
Strategy 1: Tamarron Elementary will provide quality Tier 1 instruction to target a better understanding and utilization of hands-on Science TEKS to ensure adequate growth of all students in science.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will experience success on STAAR with a minimum of 80% passing. Increase in report card grades and major assessment data **Staff Responsible for Monitoring:** Administration Instructional Coaches Science Lab Teacher Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 2 **Funding Sources:** Science Lab Supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,958.25			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Segment instruction to include science lab opportunities (60% K-5) to utilize tools and the scientific process while investigating science concepts including student discourse and reflective responses recorded in science interactive notebooks.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will experience success on STAAR with a minimum of 80% passing. Increase in report card grades and major assessment data **Staff Responsible for Monitoring:** Science Lab Teacher Classroom Teacher Instructional Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide differentiated small group instruction with a focus on academic vocabulary, frequent opportunities for hands-on investigations, including student record reflections in interactive notebooks.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Student demonstrates mastery of science objectives on formative and summative assessments. **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Accelerated instruction for above level and GT students.	**Formative**		
Strategy's Expected Result/Impact: Students receiving accelerated instruction will, at minimum, meet on the STAAR Science in 2025.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: GT Facilitator Instructional Coaches Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 5 Details	Formative Reviews		
Strategy 5: Additional learning opportunities for struggling 5th grade science students will be provided through after school tutorials and lunch bunches.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Benchmarks Unit Assessments **Staff Responsible for Monitoring:** Teachers Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. **Root Cause**: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.
Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. **Root Cause**: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.
Student Learning
Problem Statement 2: The percentage of students in grade 5 who approached or met standard in science was at 68% **Root Cause**: Emphasis for tutorials and planning was Math and Reading. Systems need to be in place to better grow our students in Science in all grade levels.

Goal 4: In Reading Grades 3-5, students will show an increase to 80% in Category 2 on the STAAR 2024-25 test.

Performance Objective 1: Provide a foundation for Extended Constructed Response(ECR) through explicit instruction using Short Constructed Response (SCR) strategies to develop response and writing skills.

High Priority

Evaluation Data Sources: SCR Data on Graded Assignments
STAAR Data on SCR

Strategy 1 Details			Formative Reviews		
Strategy 1: Explicit instruction that utilizes sequential steps and modeling of SCR as provided during ELAR Roadmap Roundups for all students including EB and Special Education.			**Formative**		
			Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Graded Assignment Success on SCR STAAR Data 2024-25 **Staff Responsible for Monitoring:** Classroom Teachers Instructional Coaches Campus Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. **Root Cause**: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.
Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress.   **Root Cause**: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Goal 4: In Reading Grades 3-5, students will show an increase to 80% in Category 2 on the STAAR 2024-25 test.

Performance Objective 2: Utilize explicit instruction strategies to teach students to effectively write an Extended Construct Response (ECR) on classroom assignments and STAAR 2024-25.

High Priority

Evaluation Data Sources: Graded Assignments
STAAR 2024-25

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the use of 'post-it note' modeled strategies and use to scaffold effective writing instruction with all students including EB and Sped.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Effective, Clear and Organized ECR pieces **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Tamarron Elementary will provide interventions to HB 1416 students in Reading.	**Formative**		
Strategy's Expected Result/Impact: Students receiving intensive intervention will, at minimum, approach on the STAAR Reading in 2025.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Instructional Coaches Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2			

Strategy 3 Details	Formative Reviews

Strategy 3 Details			Formative Reviews		
Strategy 3: Tamarron will provide reading tutorials as intervention.			**Formative**		
Strategy's Expected Result/Impact: Students receiving tutorials will show growth in reading scores.			**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration Classroom Teachers Tutor **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $9,916.50					

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern. There is a communication gap with non-English speaking families. **Root Cause**: Tamarron will continue training and supporting Sheltered Instruction. We will also work with the teachers to improve parent communication utilizing different communication methods, CANVAS, Talking Points, etc.
Problem Statement 2: We have a considerable amount of Special Education students and will need to properly facilitate planning for teachers to prepare differentiated lessons and ways to track student growth - monitoring IEP progress. **Root Cause**: The continued learning gaps and staff turnover along with the need for strong Tier 1 Instruction, and rapid growth are all factors.

Goal 5: By the end of the school year, we will implement PBIS strategies to increase student engagement and motivation by 20%, as measured by the benchmarks of quality, fostering a supportive classroom community through consistent reinforcement of positive behaviors and collaborative activities.

Performance Objective 1: A system of positive rewards with elements that are consistently implemented the campus.

    Evaluation Data Sources: As measure by the BOQ, we will increase by 50% in reward and recognition.

Strategy 1 Details	Formative Reviews		
Strategy 1: Timberwolf Camp-Students and Staff use universal language and expectations across the campus.	**Formative**		
Strategy's Expected Result/Impact: Office referrals with decrease by 10%	**Feb**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in the schoolwide PBIS party if they have less than 4 expectation forms per grading period.	**Formative**		
Strategy's Expected Result/Impact: Students will work toward earning the positive reward by increasing expected behaviors.	**Feb**	**Apr**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Tamarron will be implementing a schoolwide store where students can trade in their Timberwolf tickets.	**Formative**		
Strategy's Expected Result/Impact: Increase of expected behaviors.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers Admin			

Strategy 4 Details	Formative Reviews		
Strategy 4: A school wide Den/House system will be implemented to increase positive behavior through teaching character traits and building relationships and community within the school.	**Formative**		
Strategy's Expected Result/Impact: School wide "Dens" system, den selection day, pep rally, and 9 weeks celebrations.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Admin Teachers			

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

Goal 6: By May of 2025, 20% Emergent Bilingual students will progress one composite level as measured on the TELPAS exam.

Performance Objective 1: Provide professional development, train, and collaborate with the Department of Multilingual Education on effective Content Based Learning Instruction strategies and/ or effectively linguistically accommodating content.

    High Priority

    HB3 Goal

    Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		

Strategy 1: Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, using sentence stems, and vocabulary documented in their plans.
    Strategy's Expected Result/Impact: A 10% increase in the TELPAS speaking domain
    Staff Responsible for Monitoring: Teachers
Coaches
	Formative		

	Feb	**Apr**	**June**

Strategy 2 Details	Formative Reviews		

Strategy 2: Teachers will implement academic vocabulary that includes content specific vocabulary as well as additional words necessary to express understanding of academic content.
    Strategy's Expected Result/Impact: A 10% increase in TELPAS writing Domain
    Staff Responsible for Monitoring: Teachers
Coaches
	Formative		

	Feb	**Apr**	**June**

Strategy 3 Details	Formative Reviews		

Strategy 3: Campus will collaborate with the Department of Multilingual Education for support and guidance on professional development in the TELPAS Domains.
    Strategy's Expected Result/Impact: An overall 3% increase on TELPAS
    Staff Responsible for Monitoring: Teachers
Coaches
	Formative		

	Feb	**Apr**	**June**

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

State Compensatory

Budget for Tamarron Elementary

Total SCE Funds: $19,833.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Tamarron Elementary

Name	Position	FTE
Keyla Pacheco Izaguirre	PreK Aide	1
Malena De Fatima Silva Regis Felix	PreK Aide	1
Mayuli Azocar Maurera	PreK Aide	1
Melissa Paz Altuve	PreK Aide	1
Vilma Dominguez	Emergent Bilingual Specialist	1

Campus Funding Summary

___ 199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Professional Development/Resources		$4,958.25
1	3	3	Pre-K Personnel		$174,938.00
3	1	1	Science Lab Supplies		$4,958.25
4	2	3			$9,916.50
				Sub-Total	$194,771.00
				Budgeted Fund Source Amount	$194,771.00
				+/- Difference	$0.00
				Grand Total Budgeted	$194,771.00
				Grand Total Spent	$194,771.00
				+/- Difference	$0.00