Lago Vista Independent School District

Lago Vista Elementary School

2023-2024 Improvement Plan

Mission Statement

Lago Vista Elementary School inspires and supports a safe community of lifelong learners where every individual is valued and respected as part of the team.

Vision

The staff at Lago Vista Elementary is committed to providing positive learning experiences that foster a love of learning for all students, which include 21st century communication and collaboration skills. We are committed to developing students with character; who can think critically, be creative, and solve real world problems.

District Commitments

We will maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

We will provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

We will prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

We will attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

We will develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista Elementary School serves students in Early Elementary/PreK through 3rd grade, with a total of 503 students (current as of September 2023). Our enrollment for September 2023 is up 1.8% over September 2022. Our demographic and special programs breakdown is as follows:

Ethnicities	
White	63.17%
Hispanic	28.51%
African American	<1%
American Indian	<1%
Hawaiian/Pacific Islander	<1%
2 or More Races	6.44%
Asian	<1%
Special Programs	
Special Education	20.04%
Economically Disadvantaged	29.50%
ESL	9.28%
Homeless	1.86%
Title 1	12.43%
Dyslexia Services	3.04%
Gifted and Talented	4.82%
Gender	
Male	52.19%
Female	47.81%

Attendance

	20-21	21-22	22-23
Attendance Rate	96.7%	92.73%	93.11%
Change	-	-3.97	+.41%

LVES staff includes the following for 2023-2024:

25 General Education Teachers (PK-3rd grade)

4 Fine Arts Teachers (PE, Art, Performing Arts, Viking Success)

2 Functional Academics Teachers

1 Early Childhood Special Education Teacher

3 Special Education Resource Teachers

2 Title 1 Specialists--1 Reading and 1 Math (split with LVIS)

2 Interventionists--1 Reading and 1 Math (split with LVIS)

1 Dyslexia Teacher (shared with LVIS, LVMS, LVHS)

1 Emergent Bilingual Teacher (shared with LVIS, LVMS, LVHS)

1 Gifted and Talented Teacher (shared with LVIS, LVMS)

9 Educational Aides (2 ECSE, 2 FAC, 1 PK, 2 SPED, 1 PE, 1 Part-time Intervention)

Professional Staff Experience Levels

Years of Experience	% of Professional Staff
0	4.7%
1-4	16.28%
5-9	16.28%
10-14	13.95%
15-19	16.28%
20-24	23.26%

Years of Experience	% of Professional Staff
25-29	6.98%
30+	4.7%

Staff Retention

51 out of 59 staff members that were employed for the 2022-2023 school year stayed on staff for the 2023-2024 school year, for a retention percentage of 86.4%. This is an increase of 5.3% retention from the previous school year.

3 employees retired from the profession after many years in education. Of these 3 retirees, 2 have returned to substitute for the elementary school campus. 2 employees left the education profession to work for other companies.1 employee left our campus to work at a school closer to home due to a long commute. 2 employees moved out of state.

Demographics Strengths

- Our attendance is starting to show slow positive gains which is important for long-term student learning.
- Our percentage of teacher retention has increased and we were able to maintain a large percentage of our professional staff having significant amounts of educational experience.
- We added both a Functional Academics teacher and a 3rd Special Education teacher to allow us to better serve our growing population of students with special needs.
- Our total enrollment continues to trend upwards but at a pace that is manageable.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An increasing number of students are in need of additional intervention and instruction. **Root Cause:** Our populations of students receiving services in the areas of special education and emergent bilingual have increased as well as our population of students who are economically disadvantaged.

Student Learning

Student Learning Summary

LVES STAAR Reading Data 3rd Grade				
Year	Populations	Approaches	Meets	Masters
2021	All Students	81%	49%	28%
	EcoDis	65%	23%	8%
	SPED	42%	8%	0%
	Emergent Bilingual	27%	0%	0%
2022	All Students	84%	61%	46%
	EcoDis	75%	50%	17%
	SPED	75%	50%	44%
	Emergent Bilingual	33%	0%	0%
2023	All Students	81%	56%	21%
	EcoDis	76%	41%	10%
	SPED	56%	22%	11%
	Emergent Bilingual	57%	29%	14%

Reading STAAR

Our 3rd grade Reading STAAR data reflects a slight decrease of 3% of students approaching grade level expectations. Dips in our meet and masters percentages are likely due to the new online STAAR testing and questioning format. We are better trained and prepared for the new format, so students will have more opportunities throughout the year to respond to newly formatted question types that will foster student confidence on testing day. Our Economically Disadvantaged and Emergent Bilingual students continue to show an increase in percentage of students approaching grade level expectations for the past 3 years.

Reading Data

Teachers administer the Developmental Reading Assessment (DRA) to determine students' independent and instructional reading levels. In addition to the DRA, teachers in kindergarten through second grade administer the Dynamic Indicators of Basic Early Literacy Skills 8th Edition (DIBELS 8) to determine students' phonological awareness skills. All of these assessments are also used as qualifiers for Title 1 Reading or Early Reading Intervention services. Here is the breakdown of end of year DRA scores and end of year DIBELS 8 scores:

DRA EOY May 2023	Below Grade Level	On/Above Grade Level	Expectation
Kindergarten	64%	36%	4
1st	51%	49%	16
2nd	60%	40%	28 (first time writing is included as part of the assessment)
3rd	62%	38%	38

Compared to previous years' end of year DRA scores, Kindergarten decreased the amount of students reading at or above grade level by 11%, first grade decreased the amount of students reading at or above grade level by 2%, second grade increased the amount of students reading at or above grade level by 8%, and third grade decreased the amount of students reading at or above grade level by 7%. When you broaden the scope of the data to include students who were one level away from being on grade level, we see a huge jump. At kindergarten 28% of students were within one level of the end of year expectation In first grade 10% of students were within one level of the end of year expectation. In second grade 18% of students were within one level of the end of year expectation. In third grade 14% of students were within one level of the end of year expectation.

mCLASS EOY May 2023	Below Grade Level Overall	On/Above Grade Level Overall	Made Adequate Growth
Kindergarten	29%	71%	73%
1st	36%	64%	68%
2nd	48%	52%	53%

When looking at the DIBELS 8 assessment, overall we saw a 9% composite score growth in Kindergarten, 12% composite score growth in first grade, and 14% composite score decrease in second grade. When the DIBELS scores are looked at according to each proficiency measure, we saw gains. Kindergarten increased in 4 of the 5 proficiency measures over the previous years with the largest gains happening in the area of phonemic awareness (20 percentage points). In first grade, growth was seen in 6 of the 7 proficiency measures over the previous years, with the largest gains happening in the areas of phonemic awareness (16 percentage points) and reading fluency (7 percentage points). When measuring beginning of year scores to end of year scores, in Kindergarten 73% of students showed adequate growth, in 1st grade 68% of students showed adequate growth, and in 2nd grade 53% of students showed adequate growth.

Early Reading Indicator	# Eligible	% Eligible
Kindergarten	59	60.82%
1st Grade	63	50%
2nd Grade	68	56.67%

Math Data:

Math 2022 STAAR Results

LVES STAAR Math Data 3rd Grade				
Year	Populations	Approaches	Meets	Masters
2021	All Students	74%	31%	13%
	EcoDis	46%	8%	8%
	SPED	25%	0%	0%
	Emergent Bilingual	18%	0%	0%
2022	All Students	74%	48%	26%
	EcoDis	67%	42%	42%
	SPED	56%	19%	13%
	Emergent Bilingual	0%	0%	0%
2023	All Students	77%	49%	14%
	EcoDis	79%	34%	3%
	SPED	39%	17%	0%
	Emergent Bilingual	86%	29%	0%

Overall, our 3rd grade Math STAAR data reflects a 3% increase in students meeting approaches over the past 3 years. Additionally, our percentage of students scoring in the meets category has increased significantly from 31% in 2021 to 49% in 2023. 2023 was the start of the new online format of STAAR, so we expect to see an increase in percentage of students in the masters category this year. Our Economically Disadvantaged students show a large increase of approaches grade level expectations by 12% from 2022 and by 33% from 2021. Our Emergent Bilinguals increased from 0% in 2022 approaching grade level to 86% in 2023.

Teachers administer the Early Numeracy Assessment and Academic Performance Assessments (APA) three times a year to assess necessary facts and skills required to master grade level math concepts. Kindergarten students do not take the APA at the beginning of the year, as they have not been taught skills from the previous year. These assessments are also used as qualifiers for Title 1 and Tier 3 Math Intervention. Here is a breakdown of the scores:

EOY APA - 2nd Grade: 61% Met Grade Level Standards; 29% Masters Grade Level Standards

EOY APA - 1st Grade: 76% Met Grade Level Standards; 40% Masters Grade Level Standards

	1st Grade EOY APA 2022-23			
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
All Students	123	94.31%	75.61%	39.84%
Economic Disadvantage	25	88%	68%	32%
Currently Emergent Bilingual	10	80%	60%	10%
Special Ed Indicator	21	90.48%	57.14%	19.05%

Early Numeracy Inventory:

EOY Early Numeracy Inventory - 3rd Grade: 52% Independent

		2022-2023 2nd Math Inventory EOY			
					Overall
	Total Students	Incomplete	Independent	Developing	Intervention
LAGO VISTA ELEMENTARY SCHOOL	115	0%	46.09%	28.7%	25.22%
Economic Disadvantage	34	0%	38.24%	23.53%	38.24%
Currently Emergent Bilingual	8	0%	37.5%	12.5%	50%
Special Ed Indicator	21	0%	0%	33.33%	66.67%

EOY Early Numeracy Inventory - 2nd Grade: 46% Independent

	1st Grade EOY APA 2022-23			
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
All Students	123	94.31%	75.61%	39.84%
Economic Disadvantage	25	88%	68%	32%
Currently Emergent Bilingual	10	80%	60%	10%
Special Ed Indicator	21	90.48%	57.14%	19.05%

EOY Early Numeracy Inventory - 1st Grade: 57% Independent

	1st Grade EOY APA 2022-23			
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
All Students	123	94.31%	75.61%	39.84%
Economic Disadvantage	25	88%	68%	32%
Currently Emergent Bilingual	10	80%	60%	10%
Special Ed Indicator	21	90.48%	57.14%	19.05%

EOY Early Numeracy Inventory - Kinder: 74% Independent

	Total Students	2022-2023 1st Math Inventory EOY			
					Overall
		Incomplete	Independent	Developing	Intervention
LAGO VISTA ELEMENTARY SCHOOL	124	0%	57.26%	25%	17.74%
Economic Disadvantage	25	0%	44%	24%	32%
Currently Emergent Bilingual	10	0%	20%	40%	40%
Special Ed Indicator	22	0%	36.36%	36.36%	27.27%

75% of all students made at least 1 year's growth as measured by formal math assessments from the beginning of the year to the end of the year. 85% represents the percentage of students for whom research says strong Tier 1 instruction should be sufficient in order to reach academic targets.

TELPAS Assessment Scores

TELPAS Data 2022-2023				
Kindergarten	**Beginning**	**Intermediate**	**Advanced**	**Advanced High**
Listening	25%	25%	50%	0%
Speaking	0%	50%	50%	0%
Reading	50%	50%	0%	0%
Writing	25%	75%	0%	0%
TELPAS Data 2022-2023				
1st Grade	**Beginning**	**Intermediate**	**Advanced**	**Advanced High**
Listening	10%	30%	50%	10%
Speaking	20%	50%	30%	0%
Reading	50%	10%	40%	0%
Writing	40%	40%	20%	0%
TELPAS Data 2022-2023				
2nd Grade	**Beginning**	**Intermediate**	**Advanced**	**Advanced High**
Listening	13%	25%	50%	13%
Speaking	25%	63%	13%	0%
Reading	25%	75%	0%	0%
Writing	63%	25%	13%	0%
TELPAS Data 2022-2023				
3rd Grade	**Beginning**	**Intermediate**	**Advanced**	**Advanced High**
Listening	11%	0%	22%	67%

TELPAS Data 2022-2023				
Speaking	**11%**	**67%**	**22%**	**0%**
Reading	**11%**	**22%**	**44%**	**22%**
Writing	**11%**	**44%**	**33%**	**11%**

Emergent bilingual students are scored each year in four domains of English proficiency: listening, speaking, reading, and writing. Kindergarten and first grade students are holistically rated by their teachers in all areas. Second and third grade students are tested electronically for their listening, speaking, and reading skills, while their writing skills are rated by their teachers. Each student's proficiency is rated either beginning, intermediate, advanced, or advanced high with advanced high ratings meaning their ability is comparable to that of a native English speaker. In order to exit the emergent bilingual classification, students must score Advanced High on all four domains of TELPAS and if they are in 3rd grade or above, they must also pass all of their STAAR assessments.

Student Learning Strengths

- Our overall STAAR results remain steady in both the areas of math and reading, while our percentage of emergent bilingual and economically disadvantaged students meeting standards in these areas has grown substantially over time.
- Phonemic awareness scores increased significantly in Kindergarten and 1st grades (20% and 16% respectively) due to a large focus on implementing a phonics program with fidelity across all classrooms.
- We began to see growth in our reading skill areas that are tied to the Science of Reading learning that we did through Texas Reading Academy.
- We utilized our team of five interventionists to help address the needs of a significant portion of our population and continued to implement our daily 60 minute intervention block which enables students to receive additional instruction without missing out on core instruction. This intervention block provides time for students to receive Title 1 reading and math services, special education related services, dyslexia services, ESL services, and G/T services.
- We continue to implement a 4-Tier Response to Intervention process to determine struggling students' needs and provide quick and timely interventions. Tier 2 meetings are held monthly during PLCs with grade level teachers and the RtI coordinator to review students' progress within the Tier 2 process. Tier 3 meetings are held biweekly in order to discuss the progress of those students receiving Tier 3 services and those Tier 2 students who are not making sufficient progress. Tier 3 members include classroom teachers, Title 1 Math and Reading Specialists, math and reading interventionists, dyslexia teacher and ESL teacher when appropriate, RtI coordinator, 504 coordinator (counselor), and a member of the Special Education department when needed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Large numbers of students are scoring below grade level on reading assessments. **Root Cause:** Systematic, explicit phonics instruction is the basis of high quality reading instruction and we were in the midst of learning about this throughout last school year.

School Processes & Programs

School Processes & Programs Summary

Lago Vista Elementary School teachers receive regular walkthroughs from the administration using the LVISD NexGen Teacher Appraisal model. These walkthroughs provide teachers with feedback regarding their instructional practices which center on the Fundamental Five. The Fundamental Five teaching practices are: framing the lesson, working in the power zone, frequent small group purposeful talk, recognizing and reinforcing student effort, and writing critically. All teachers received a Fundamental Five reboot professional development session during back to school PD week. In 2022-2023, campus administrators completed a total of 179 walkthroughs in addition to formal observations on 35 teachers. Teachers also set professional goals and self-reflect at designated times throughout the year tohelp support their professional growth.

Last year, our professional development centered around the Texas Reading Academy as mandated by House Bill 3. Our entire staff of teachers (with the exception of a few who completed the Reading Academy in a previous district) went through the Reading Academy curriculum. Per the Texas Education Agency, Texas Reading Academies support teacher knowledge and implementation of evidence-based practices based on the Science of Teaching Reading (STR), to positively impact student literacy achievement. This work influenced many of our campus improvement goals for this year as we work to implement the learning that we did last year.

In regards to leadership and decision-making processes, we hold weekly meetings with the staff on a rotation basis between full faculty, committees (CIP, PBIS, family & community engagement, staff & student climate), and leadership team. Through this rotation, the leadership team meets monthly to discuss items that impact the campus and to get teacher leader input. Communication of important issues is done through this meeting rotation as well as through weekly staff newsletters which allow staff to reference information whenever needed. Teacher teams meet weekly in PLCs for 55 minutes where conversations center around the 4 PLC questions. (What do we want students to know and be able to do? How will we know if they have learned it? What will we do if they didn't learn it? What will we do if they already know it?) PLC time allows teams to clarify curriculum intentions, create assessments, discuss data, and make plans for student needs. PLC leads facilitate their PLCs and create their agendas to address the needs of their team with input from campus leadership.

School Processes & Programs Strengths

- Now that we have been through the Texas Reading Academies, we feel we have a large amount of knowledge about how to best help our students become good readers. This year we have the time and shared understanding in order to implement that knowledge.
- Our PLCs continue to run more and more effectively with the addition of the TEKS Resource System to guide our curriculum conversations.
- Our teachers and staff take an active role in leading our campus through active participation in all meetings and by utilizing a problem solving approach when confronting issues.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many teachers are unsure of how to use the TEKS Resource System curriculum documents. **Root Cause:** The system is new and full of many resources. It just takes time and patience to explore and learn how to navigate all that is available.

Perceptions

Perceptions Summary

Parent Survey Data:

In the spring of 2023, parents at LVES were asked to complete a survey regarding the learning conditions and environment of our campus. Below are the results of that survey:

Statement	% of Parents that Strongly Agree/Agree
LVES is an inviting place for students to learn.	92.8%
Campus admin and office staff are friendly, accessible, and responsive.	88.7%
Student discipline is handled effectively	64% 27.8% of parents were neutral
LVES provides quality school counseling and programs to meet my student's social and emotional needs.	68.1% 25.8% of parents were neutral
LVES clearly teaches the rules and behavioral expectations.	84.5%
Staff members use positive strategies to help reinforce behavioral expectations.	77.3%
LVES is a safe place for my child.	85.6%
My student is appropriately challenged by the academic curriculum.	76.3%
The teachers are responsive to my student's needs.	81.5%
My student's grades are an accurate measure of my student's academic performance.	83.5%
My student's schoolwork and homework assignments are meaningful.	73.2%
LVES has quality programs to meet my chid's academic needs.	72.2%
I am satisfied with the overall quality of instruction that my student is receiving.	77.3%
I receive regular information about my student's academic performance.	68%
LVES clearly communicates campus expectations and procedures to parents.	86.4%
When I contact LVES, my emails and phone calls are answered promptly.	89.7%
I feel comfortable talking to the staff members at LVES.	87.7%

Overall, 89.7% of parents surveyed rated LVES as excellent or good.

LVES is in its 7th year of earning a "No Place for Hate" designation. A group of 3rd grade students called Project Vinatta meet monthly with the counselor to plan activities throughout the year that focus on kindness and anti-bullying.

Attendance

LVES attendance data for the 22-23 school year was 93.11%, compared to the 21-22 school year at 92.73% Student attendance bounced back some but continued to lag since the Covid 19 shutdown. Teacher attendance improved significantly, however. In 21-22 there were a total of 836 staff absences. In addition to that, 26% of those absences, or 217 days, went unfilled by substitutes. For the 22-23 school year, there were a total of 569 staff absences with 21.6% of those absences, or 123 days, going unfilled by substitutes.

Chronic absenteeism was a real issue this year with 101 students on the elementary school campus missing greater than 10% of the days in the school year. Many of these students were identified as needing additional intervention.

Parent Involvement

LVES has an extremely active PTO which spearheads events and recognition for both students and staff. We have volunteers who help teachers in their classrooms and volunteers who read with students. We also offer parents the opportunity to eat lunch with their students and host family nights during the school year. At a minimum, we communicate with parents weekly through parent newsletters which are provided in multiple languages and social media posts.

Discipline Data

Lago Vista Elementary School uses PBIS (positive behavior interventions and support) campus wide to ensure common language and expectations are being used with students across settings. LVES recorded 36 discipline referrals in 2022-2023, with the majority of offenses being violation of student code of conduct. This year, we'd like to start thinking of discipline with a more proactive approach. Our PBIS committee will begin to look at how we can better support our incoming Kindergartners; most of whom are just beginning their school/behavior expectations journey. Similarly, we would like to look at how we can support our 3rd grade students at the end of the year to ensure they have the necessary skills to be successful in intermediate school. The committee will also dedicate time to celebrating positive behaviors campus wide to promote high expectations for all.

Perceptions Strengths

- The majority of parents feel that their student is being provided a quality education.
- Our school continues to keep a strong focus on educating students not just in how to be good students, but also how to be good humans. Our Project Vinatta and PBIS programs are strong and provide continual encouragement and reinforcement of positive behaviors.
- We benefit from an extremely active PTO and parent community who are always looking for ways to be involved with our students.
- Student attendance improved slightly while teacher attendance improved significantly. The percentage of staff absences covered by substitutes also improved.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Roughly 1/5 of the campus population missed in excess of 10% of the school days in the 22-23 school year.   **Root Cause:** Parents may not realize the impact that missed school days have on their child's ability to learn and retain information.

Priority Problem Statements

Problem Statement 1: An increasing number of students are in need of additional intervention and instruction.

Root Cause 1: Our populations of students receiving services in the areas of special education and emergent bilingual have increased as well as our population of students who are economically disadvantaged.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Large numbers of students are scoring below grade level on reading assessments.

Root Cause 2: Systematic, explicit phonics instruction is the basis of high quality reading instruction and we were in the midst of learning about this throughout last school year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Many teachers are unsure of how to use the TEKS Resource System curriculum documents.

Root Cause 3: The system is new and full of many resources. It just takes time and patience to explore and learn how to navigate all that is available.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Roughly 1/5 of the campus population missed in excess of 10% of the school days in the 22-23 school year.

Root Cause 4: Parents may not realize the impact that missed school days have on their child's ability to learn and retain information.

Problem Statement 4 Areas: Perceptions

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Local diagnostic reading assessment data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent 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: Curriculum, Instruction, & Student Achievement:
Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 1: 85% of all students will make an expected amount of growth across the year as measured by formal district reading assessments. 85% represents the percentage of students for whom strong Tier 1 instruction should be sufficient in order to reach academic targets.

High Priority

HB3 Goal

Evaluation Data Sources: MClass Progress Correlation Report and DRA BOY/EOY Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in grades K-3 will use Benchmark phonics with fidelity in order to conduct daily phonics lessons that are explicit and systematic.	**Formative**		
Strategy's Expected Result/Impact: Teachers will be more skilled and confident in using the Benchmark materials through consistent use which will lead to a guaranteed phonics knowledge base for students. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Systematic, consistent phonological awareness instruction will take place from PK-2nd grade in order to build the necessary foundation for reading success.	**Formative**		
	Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Research shows that phonological awareness difficulties represent the most common source of word-level reading difficulties. Increasing phonological awareness has been shown to improve the reading abilities of all types of students, to include at risk learners, students with reading disabilities, children who are from all socioeconomic backgrounds, and emergent bilingual students. Using a daily systematic approach to teaching phonological awareness will improve students' abilities to decode accurately. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Flexible grouping (sharing students among teachers based on needed skills) will be utilized during RtI time in order to best meet the needs of all students in grades K-3.	**Formative**		
	Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Flexible grouping supports accelerated learning and addresses foundational skill needs. It also increases student engagement and allows teachers to focus on one specific area of instruction. More students will spend more time on individualized instruction. Using flexible grouping will allow for accelerated learning among students who are displaying gaps in their academic foundation. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide differentiated, small group reading instruction to meet the needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough data during reading will show that small group reading instruction is being implemented on a consistent basis which will lead to increased decoding and comprehension abilities. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Feb**	**Apr**

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Utilize Title 1 Reading Interventionist, Student Support Reading Interventionist, and Early Literacy Educational Aide to provide Tier 3 reading interventions for students in K-3 who qualify for services based on local criteria.	**Formative**		
	Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students qualifying for Title 1 Reading will receive 30 minutes of targeted reading intervention. Their growth will be monitored and tracked during Tier 3 meetings each semester. This support will enable students to close their academic gaps in reading. **Staff Responsible for Monitoring:** Administration, Reading Interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: TEKS Resource System will be used with fidelity in order to guide reading lesson planning and assessment creation.	**Formative**		
Strategy's Expected Result/Impact: Teachers will be more skilled and confident in using the TEKS Resource System and TexGuide resources through consistent use which will lead to a guaranteed and viable reading curriculum for students.	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.5, 2.6 - **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 7 Details	**Formative Reviews**		
Strategy 7: Decodable readers will be purchased to support the systematic, explicit phonics instruction of at-risk learners.	**Formative**		
Strategy's Expected Result/Impact: Decodable readers will enable struggling readers to get immediate practice with the phonics patterns they are learning, leading to deeper, more transferrable phonics skills.	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration, Reading Interventionists **Title I:** 2.4, 2.6 - **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 **Funding Sources:** Decodable readers - PIC 24 - Accelerated Education - $3,608			

Strategy 8 Details	Formative Reviews		
Strategy 8: Purchase Reading A-Z and RAZ Kids for at-risk students in kindergarten-3rd grade to improve students' comprehension and fluency.	Formative		
	Dec	Feb	Apr
Strategy's Expected Result/Impact: Students' comprehension and fluency scores will improve on MClass and/or DRA. **Staff Responsible for Monitoring:** Administration

Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
Funding Sources: Learning A to Z - PIC 24 - Accelerated Education - $5,784 | | | |

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Large numbers of students are scoring below grade level on reading assessments.   **Root Cause**: Systematic, explicit phonics instruction is the basis of high quality reading instruction and we were in the midst of learning about this throughout last school year.
School Processes & Programs
Problem Statement 1: Many teachers are unsure of how to use the TEKS Resource System curriculum documents.   **Root Cause**: The system is new and full of many resources. It just takes time and patience to explore and learn how to navigate all that is available.

Goal 1: Curriculum, Instruction, & Student Achievement:
Ensure student learning through the implementation of high quality curricula and the use of research-based instructional strategies.

Performance Objective 2: 85% of all students will make an expected amount of growth across the year as measured by formal district math assessments. 85% represents the percentage of students for whom strong Tier 1 instruction should be sufficient in order to reach academic targets.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Math APA Assessments, Math Inventory Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide differentiated, small group math instruction to meet the needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough data during math will show that Guided Math is being implemented on a consistent basis with the end result being an increase in students' math abilities as evidenced by formal assessment scores.	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: TEKS Resource System will be used with fidelity in order to guide math lesson planning and assessment creation.	**Formative**		
Strategy's Expected Result/Impact: Teachers will be more skilled and confident in using the TEKS Resource System and TexGuide resources through consistent use which will lead to a guaranteed and viable math curriculum for students.	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.5, 2.6 - **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: Utilize Title 1 Math Interventionist and Student Support Math Interventionist to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria.	Formative		
	Dec	Feb	Apr
Strategy's Expected Result/Impact: Students qualifying for Title 1 Math services will receive 30 minutes of targeted math intervention. Their growth will be monitored and tracked during Tier 3 meetings every semester. **Staff Responsible for Monitoring:** Administration, math interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1			

Strategy 4 Details	Formative Reviews

Strategy 4: We will investigate and purchase a resource to be used as a math "intervention library" that will provide teachers with research-based lessons and progress monitoring tools for at-risk students.	Formative		
	Dec	Feb	Apr
Strategy's Expected Result/Impact: Having a research-based resource will allow math interventions to be more effective. **Staff Responsible for Monitoring:** Administration, Math Interventionists **Title I:** 2.4, 2.5, 2.6 - **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 **Funding Sources:** Math Intervention Resource - PIC 24 - Accelerated Education - $3,608			

Strategy 5 Details	Formative Reviews		
Strategy 5: We will conduct a professional learning study of math fluency to determine: a shared research-based definition for math fluency, the best practices for growing students' fluency, and what existing resources we have that may support us in this work.	Formative		
	Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Student fluency measures will increase. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **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			

Strategy 6 Details	Formative Reviews		
Strategy 6: Investigate tools to more effectively teach math problem solving independent of numbers, for example, 3 Act Math.	Formative		
	Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students will become more proficient problem solvers. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: An increasing number of students are in need of additional intervention and instruction.   **Root Cause**: Our populations of students receiving services in the areas of special education and emergent bilingual have increased as well as our population of students who are economically disadvantaged.
School Processes & Programs
Problem Statement 1: Many teachers are unsure of how to use the TEKS Resource System curriculum documents.   **Root Cause**: The system is new and full of many resources. It just takes time and patience to explore and learn how to navigate all that is available.

Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 1: The student daily attendance rate will increase to at least 95%.

    Evaluation Data Sources: Student attendance percentages

Strategy 1 Details	Formative Reviews		
Strategy 1: When students demonstrate a pattern of unexcused or excessive absences, campus administrators will work through the RtI process to establish and monitor attendance support plans for those students.	**Formative**		
	Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Student attendance will be closely monitored and supported to ensure that unnecessary absences are not impairing a student's opportunity to succeed in his/her studies or indirectly encouraging the development of poor attitudes toward schoolwork.			
Staff Responsible for Monitoring: Administration, Attendance secretary			
Title I: 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: An attendance incentive program will be implemented that rewards students for obtaining at least 95% attendance for a 9 weeks.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will average 95% or greater each nine weeks.	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration, Attendance Secretary			
Title I: 2.5 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Events meant to encourage student attendance will be planned on the most commonly missed school days based on prior year's attendance data.	**Formative**		
	Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Attendance will be increased on historically low attendance days. **Staff Responsible for Monitoring:** Administration, Attendance Secretary **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture			

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

Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 2: Tier 2 and 3 behavior students will show an improvement in behavior as indicated by a decreasing number of requests for behavior support per nine weeks.

    Evaluation Data Sources: Behavior Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold monthly vertical Positive Behavior Interventions and Support (PBIS) team.	**Formative**		
Strategy's Expected Result/Impact: PBIS team agendas will show that strategies are being implemented across all common areas to address behavior expectations. **Staff Responsible for Monitoring:** Administration, PBIS team members **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Apr**
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold monthly behavior RtI meetings to set and review behavior goals for students who teachers feel need additional behavior support.	**Formative**		
Strategy's Expected Result/Impact: Routine reviews of behavior goals will show that students who are receiving additional behavior support are improving in their behavior over time. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Apr**

Strategy 3 Details		Formative Reviews

Strategy 3: Provide additional behavior support training for teachers as needed (i.e. SAMA)	Formative		
Strategy's Expected Result/Impact: Instructional staff members will be better equipped to support students who are not meeting behavior expectations.	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

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

Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 3: We will implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, social emotional learning, wellness, and the success of the whole child.

    Evaluation Data Sources: Students will perform well on Fitness Gram testing and will be able to display strong socio-emotional skills as evidenced by staff observations.

Strategy 1 Details	Formative Reviews		
Strategy 1: A Social Emotional Learning (SEL) class will be offered during the specials rotation and we will continue to strengthen the implementation of SEL in the classrooms.	**Formative**		
	Dec	**Feb**	**Apr**

Strategy's Expected Result/Impact: Teachers will have more strategies to use to connect to students emotionally and to serve their SEL needs and students will have strategies to deal with the SEL situations that they face.
    Staff Responsible for Monitoring: Administration, Counselor, SEL Teacher, Classroom Teachers
 	
    Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with the required amount of moderate to vigorous physical activity each day.	**Formative**		
	Dec	**Feb**	**Apr**

Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met and that students have the opportunity to be physically active.
    Staff Responsible for Monitoring: Administration, PE Teacher, Classroom Teachers
 	
    ESF Levers:
Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: A common language for addressing behaviors and social emotional components will be used among all staff members. This common language will be shared on posters displayed in common areas, on announcements, and will be clarified during PBIS meetings.	**Formative**		
	Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students will experience more consistency in the communication they receive in response to their			

behaviors which will make them better able to meet the shared expectations.

Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers

ESF Levers:
Lever 3: Positive School Culture

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

Goal 2: Student Support:

Promote the academic success of all students through exemplary programming and support to meet students' academic, behavioral, and social-emotional needs.

Performance Objective 4: Ensure strong systems for the prevention, identification, response to and reporting of bullying or bully-like behavior.

Evaluation Data Sources: Incidents of bullying and bully-like behavior will remain low.

Strategy 1 Details	Formative Reviews		
Strategy 1: Guidance lessons which focus on bullying prevention will be provided to all students on a regular basis.	**Formative**		
Strategy's Expected Result/Impact: Students will have an increased awareness of how to prevent, identify, and report bullying behavior.	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration, Counselor **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will continue to work towards and obtain the No Place for Hate campus designation through our Project Vinatta program.	**Formative**		
Strategy's Expected Result/Impact: Students will become invested in creating and supporting a campus-wide culture of kindness. Students will acquire tools needed to treat others with kindness and respect.	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration, Counselor **ESF Levers:** Lever 3: Positive School Culture			

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

Goal 3: College, Career, & Military Readiness:
Prepare all students for success in college, career, and/or the military.

Goal 4: High Quality Staff:

Attract, recruit, retain, and support highly qualified staff members by offering competitive pay and benefits and by working collaboratively to determine and meet their professional needs.

Performance Objective 1: We will implement strategies to retain and recruit highly qualified teachers and ensure that instruction for all students is provided by teachers who are highly qualified.

    Evaluation Data Sources: Effective teachers will be retained and vacancies will be filled by highly qualified candidates.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus administrators will provide regular and ongoing opportunities for staff to communicate openly, collaborate, and to engage in shared decision-making and consensus building processes (PLCs, CEIC, PBIS, RtI, Committee meetings, etc.)	**Formative**		
	Dec	**Feb**	**Apr**

Strategy's Expected Result/Impact: End of the year staff surveys will reflect a positive school climate that includes staff members feeling supported at the campus.
     Staff Responsible for Monitoring: Administration
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 2: Strategic Staffing			

Strategy 2 Details	Formative Reviews		
Strategy 2: High levels of support will be provided to new to profession teachers. This support will include participation in a yearlong mentoring program with an experienced teacher as their mentor and instructional coaching support provided by campus administrators. New to campus teachers will receive support from an assigned "buddy teacher" as well as instructional coaching support by the above mentioned.	**Formative**		
	Dec	**Feb**	**Apr**

Strategy's Expected Result/Impact: Newly hired teachers will be provided the support they need to be effective and to remain in the profession and on the campus.
     Staff Responsible for Monitoring: Administration
 	
     ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 3 Details		Formative Reviews		
Strategy 3: Campus leadership will engage in activities to recruit qualified staff members to fill vacancies. These activities will include attending job fairs, networking within the community, and utilizing the applicant pool resource in Frontline.		**Formative**		
		Dec	**Feb**	**Apr**
Strategy's Expected Result/Impact: Staff vacancies will be filled by qualified candidates. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Family & Community Engagement:

Welcome and nurture partnerships with our families and community to ensure active engagement and open communication in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 1: Ensure all parents are communicated with effectively and consistently.

   Evaluation Data Sources: Parent surveys will demonstrate that parents feel well-informed about campus activities and classroom happenings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade levels and campus leadership will send out weekly newsletters or other form of electronic communication. Regular social media posts will be made by campus leadership to highlight certain events or communications.	**Formative**		
Strategy's Expected Result/Impact: Parents will be well-informed about activities and learning happening on campus and in classrooms. **Staff Responsible for Monitoring:** Administration, Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Apr**

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

Goal 5: Family & Community Engagement:

Welcome and nurture partnerships with our families and community to ensure active engagement and open communication in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 2: Provide opportunities to partner with parents and families of all student populations to ensure academic achievement and success of all students.

    Evaluation Data Sources: End of year parent surveys will indicate that parents feel they have multiple opportunities to be involved at school.

Strategy 1 Details	Formative Reviews		
Strategy 1: Family and community engagement committee will meet monthly in order to discuss and plan for ways to involve the community and families in our school.	**Formative**		
	Dec	**Feb**	**Apr**

Strategy's Expected Result/Impact: Parents will report feeling welcomed and included in their child's education.
    Staff Responsible for Monitoring: Administration, Family & Community Engagement committee members
 	
    Title I:
4.2
  - ESF Levers:
Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Hold an informational meeting for parents of students in special programs to encourage parental involvement and provide parent training.	**Formative**		
	Dec	**Feb**	**Apr**

Strategy's Expected Result/Impact: Meeting agendas will document parent topics and responses from staff to the needs.
    Staff Responsible for Monitoring: Administration, Special Programs staff
 	
    Title I:
4.2
  - ESF Levers:
Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct a parent conference with the parent of each student during the Fall Semester.	Formative		
Strategy's Expected Result/Impact: Parents will report feeling informed about their child's academic and behavioral progress.	Dec	Feb	Apr
Staff Responsible for Monitoring: Administration **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Hold a Title 1 parent meeting to discuss the school's Title 1 program and how we meet the needs of all students. Parents will be able to review the school parent and family engagement policy under section 1114(b) at this time.	Formative		
	Dec	Feb	Apr
Strategy's Expected Result/Impact: Parents will be informed about the Title 1 Part A program at our school. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 6: Safety & Security:
Ensure the physical safety and security of all students, staff, and visitors.

Performance Objective 1: Staff and students will be protected and well-prepared for any emergency situation.

    Evaluation Data Sources: Door audit and emergency drill results

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly checks of all exterior doors will be conducted by a member of the administration team.	**Formative**		
Strategy's Expected Result/Impact: Doors that are in need of maintenance will be recognized and immediately remedied.	Dec	Feb	Apr
Staff Responsible for Monitoring: Administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: Door alerts are installed on all exterior doors and received alerts will be monitored.	**Formative**		
Strategy's Expected Result/Impact: Any propped doors will be discovered and remedied immediately.	Dec	Feb	Apr
Staff Responsible for Monitoring: Administration, Receptionist			

Strategy 3 Details	Formative Reviews		
Strategy 3: Monthly emergency drills will be completed to practice all possible emergency response situations.	**Formative**		
Strategy's Expected Result/Impact: Staff and students will be prepared to respond in any type of emergency and will feel more safe and confident as a result.	Dec	Feb	Apr
Staff Responsible for Monitoring: Administration **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Raptor Emergency Alert will be used to conduct all emergency drills and in actual emergencies.	**Formative**		
Strategy's Expected Result/Impact: The ability to quickly and easily communicate and account for all students and staff will be improved.	Dec	Feb	Apr
Staff Responsible for Monitoring: Administration			

Strategy 5 Details	Formative Reviews		
Strategy 5: Walkie talkies will be purchased for each classroom space to aid in communication efforts.	**Formative**		
Strategy's Expected Result/Impact: An additional mode of communication will enable communication between all staff members even if there is a failure of the cellular network. **Staff Responsible for Monitoring:** Administration, Classroom Teachers	**Dec**	**Feb**	**Apr**

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

Goal 7: Planning & Decision-Making:

Utilize an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

Performance Objective 1: Meetings will be held each month by either the campus leadership team, the CEIC committee, or both.

Evaluation Data Sources: Leadership team and CEIC agendas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold routine leadership team meetings (grade level leaders, Title 1 Specialists, Special Education representative, Specials teacher representative, counselor, and campus administrators) to discuss curriculum and instruction, campus budget, and district initiatives.	Formative		
	Dec	Feb	Apr
Strategy's Expected Result/Impact: Staff members will report feeling a strong sense of ownership over campus decisions and will rate communication as effective. **Staff Responsible for Monitoring:** Administration, Campus Leadership team members **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Hold a minimum of two CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement.	Formative		
	Dec	Feb	Apr
Strategy's Expected Result/Impact: Stakeholders will report high levels of involvement and confidence in the campus improvement plan. **Staff Responsible for Monitoring:** Administration, CEIC members **ESF Levers:** Lever 3: Positive School Culture			

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

Campus Funding Summary

			PIC 24 - Accelerated Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Decodable readers		$3,608.00
1	1	8	Learning A to Z		$5,784.00
1	2	4	Math Intervention Resource		$3,608.00
				Sub-Total	$13,000.00