

Kaufman Independent School District

Monday Elementary

2021-2022



Mission Statement

Monday Elementary

Vision

At Monday Elementary we strive to provide a strong academic, social and emotional foundation where all students value themselves and others.

Mission Statement

To support our vision, we will:

- Provide a positive environment where all students feel safe, welcomed and respected
- Expect academic success and growth for all students
- Encourage teamwork and open communication
- Create engaging learning experiences which require critical thinking
- Work cooperatively with each other and the community to establish a trusting partnership
- Develop authentic relationships which support family, home and school
- Celebrate diversity
- Allow students to make choices and decisions building leaders and life-long learners

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Monday Elementary houses approximately 450 1st-5th graders. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. Our Title 1 campus is 75.33% Economically Disadvantaged. The ethnicity of our campus is 58% Hispanic, 34% White, 4% African American. 25% of our children are Limited English Proficient (LEP) students based on IPT testing driven by the Home Language Survey forms. We have 6% Gifted and Talented students and 15% are identified as Special Education. The children with disabilities are served in our Resource or Inclusion classrooms. We also house the district's STEPS class for severe behavior students and the district's Life Skills class.

Demographics Strengths

- Low number of migrant students
- Class sizes are at or below state ratio

Student Learning

Student Learning Summary

Monday Elementary uses Lexia, DRA, District Common Assessments, IXL, Map testing and STAAR data to monitor academic progress. Below is a table depicting the comparison of our 2019 and 2021 STAAR data. We do not have EOY data from 2020 due to Covid-19. Beginning of the year diagnostics are still in progress. Below is the table showing our 2019 in comparison to 2021 STAAR data.

2019/2021	Approaches	Meets	Masters
3rd Reading	75/73	30/34	19/13
3rd Math	75/59	36/22	11/18
4th Reading	72/72	27/40	12/19
4th Math	69/80	40/51	24/33
4th Writing	53/63	1429	0/5
5th Reading	86/69	46/48	22/34
5th Math	96/65	62/40	46/20
5th Science	81/66	62/24	20/3

Student Learning Strengths

- 4th grade exceeded state standards in all content areas
- 3rd grade had more students Meet standards in 21 than 19
- 5th grade students increased in the number that reached Meet standards and Mastered standards in reading

School Processes & Programs

School Processes & Programs Summary

We began using the Fountas and Pinnel reading adoption for first and second grade in the 2020-21 school year. Third thru fifth grade use Pearson. District quarterly assessments are given to assess TEKS taught. This year we will have one benchmark assessment in March to assess strengths and weaknesses. However, we will have two interim assessments (Nov. & Feb.) for grades 3-5. We will use the Empowering Writers program for grades 1-5. Each student will have a writing portfolio with beginning, middle and end of the year writing samples. This portfolio will follow the student each year. We will implement math intervention to address gaps across grade levels.

We currently have 3 first grade classrooms and 1 bilingual first grade classroom. We house 4 second grade classrooms which are self-contained. One 2/3 ELAR teacher serves second and third grade bilingual students. Third grade is also self-contained this year with 5 classroom teachers. Fourth grade has one team containing an ELAR/Social Studies teacher and a math/science teacher. The other Fourth grade team is a three-way split with a Science/Social Studies teacher, Math teacher and an ELAR teacher. Fifth grade has one Science, Social Studies, Math, and ELAR teacher. Teachers have weekly planning PLCs with the campus instructional facilitators. Monday Elementary has a Google Drive folder where all procedures and routines are kept. A weekly newsletter goes out to the campus and district administration for constant communication.

Teachers have a flat screen TV in their classroom. We have 1 Ipad cart that is available for weekly check out by the teachers. First and second grade classrooms each have a touchscreen recordx. Grades 1-5 are equipt with a chromebook for each student.

Monday Elementary has 3 administrators, 1 counselor, 22 classroom teachers, 4 special education teachers, 1 Dyslexia teacher, 3 reading interventionists, 1 P.E. teacher, 20 paraprofessionals/clerkal, 1 nurse. We house the behavior unit as well as the life skills unit.

School Processes & Programs Strengths

- Teachers work with instructional facilitators to create assessments that correlate with the appropriate student reading levels and adopted scope and sequence.
- Intervention teachers have begun a process for communicating student progress with the classroom teacher
- Math/Science facilitator has taken charge of providing opportunities for our students such as the 5th grade Sky Ranch trip.
- Recordx TV has been installed in all 1st and 2nd grade classrooms
- Weekly PLCs with instructional facilitators and principal
- Our district currently has a math/science and an ELAR instructional facilitator.
- Special Education teacher is included in professional development provided for classroom teachers
- Lexia computer program has been implemented
- IXL computer program has been implemented
- District has adopted the F&P reading program
- District has adopted the Pearson reading series
- Math and Reading Intervention

Perceptions

Perceptions Summary

Monday Elementary is a 1-5 campus. We have included a school creed with our mission statement and vision.

Monday Elementary will strive to promote a safe, engaging, supportive, positive environment with quality instruction that will enable students to become successful, responsible citizens. We will strive to create a sense of belonging, value, and importance for each of our students. We work to ensure the best educational experience we can provide to promote the health and welfare of each student. We teach the whole child.

The Monday Elementary "ROAR" school wide behavior program is utilized to promote Responsible, Respectful and Ready to learn behaviors. Good behavior is recognized school wide at the beginning of each month. Those students are rewarded with a certificate, painting their hand print on the wall, a picture, a treasure tower toy and a positive call home to parents.

Perceptions Strengths

- Teachers have avenues to share ideas through committees, PLC and administrator's open door policy
- Students are happily greeted daily by staff
- Teachers work with their teams and the instructional facilitators weekly to plan and share ideas
- Teachers are beginning to start after school programs
- Teachers participate in monthly vertical alignment meetings
- Teachers take learning walks in different grade levels and debrief with their own grade level
- Monday is implementing Learning Targets to focus instruction and student ownership

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card 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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data

Parent/Community Data

- Community surveys and/or other feedback

Goals





Goal 1: Improve Student Achievement

Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.

Evaluation Data Sources: STAAR
PBMAS

Strategy 1 Details	Reviews			
<p>Strategy 1: All core content area teachers will participate in weekly planning meetings with campus instructional facilitators.</p> <p>Strategy's Expected Result/Impact: Students will continually increase their reading and math level and reach the end of the year expected target for each grade level through intentional planning and instructional execution.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Instructional Facilitator Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading and math small group targeted intervention will be used with all struggling learners grades 1-5.</p> <p>Strategy's Expected Result/Impact: Teachers will meet with students daily using targeted and explicit intervention which will result in consistent reading and math level gains throughout the year. Each student will make at least one year's growth.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Assistant Principal Lamb Allen</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 3 Details	Reviews			
<p>Strategy 3: First, second, and third grade bilingual classrooms will be assigned a paraprofessional specifically to work with Bilingual students to assist in classroom reading instruction.</p> <p>Strategy's Expected Result/Impact: Bilingual students will have specific times to work on the basics of the English language. This will further language development and reading ability. Bilingual students in grades 1-3 will make at least a year's growth.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Margarita Garcia LPAC Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will continue to monitor a data tracking system specifically to track reading progress of our LEP and SPED students.</p> <p>Strategy's Expected Result/Impact: Tracking data will promote targeted instruction for our ELL and special education students.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will participate in data analysis monthly with the campus principal and the instructional facilitators.</p> <p>Strategy's Expected Result/Impact: Students are placed in the appropriate group for maximum growth and support.</p> <p>Staff Responsible for Monitoring: Facilitator Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
<p>Strategy 6: Team leaders will meet once a month for a vertical alignment PLC.</p> <p>Strategy's Expected Result/Impact: Monday Elementary will be vertically aligned academically in all subjects. This will provide the necessary building blocks to prepare students for each upcoming grade level and to fill in existing gaps.</p> <p>Staff Responsible for Monitoring: Administration Team Leaders</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 7 Details	Reviews			
<p>Strategy 7: Special education teachers will be a part of general education PLC time.</p> <p>Strategy's Expected Result/Impact: Special and general education will function more as a team with the same goals and objectives.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers Instructional Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 8 Details	Reviews			
<p>Strategy 8: Continue to implement the Learning Targets methodology to instruct students and teachers how to break down TEKS into small chunks and strategically focus on the day's learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be more explicit and targeted with their instruction.</p> <p>Staff Responsible for Monitoring: Instructional Facilitators Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve Student Achievement

Performance Objective 2: Percentage of students approaching, meeting and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups.

Evaluation Data Sources: STAAR
PBMAS

Strategy 1 Details	Reviews			
<p>Strategy 1: All classroom teachers will provide writing instruction using the Empowering Writers curriculum. Strategy's Expected Result/Impact: The consistency across the campus will result in writing scores that are comparable or exceed state standards. Students will perform better on the 2022 STAAR than the 2021. Staff Responsible for Monitoring: Principal ELAR Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: The instructional facilitator will provide writing support and guidance through classroom observation and PLC to all classroom teachers. Strategy's Expected Result/Impact: Teachers will have immediate feedback and direction on all components of Writer's Workshop improving instruction. Staff Responsible for Monitoring: Reading Instructional Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will be provided small group math support from either an interventionist, classroom teacher or paraprofessional. This is to address learning loss as well as grow all students. Strategy's Expected Result/Impact: Math small group assistance will be provided to all students resulting in more students moving from approaching to meets, from meets to masters in STAAR ratings. Staff Responsible for Monitoring: Math Facilitator Interventionists Classroom Teacher Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Students at or above grade level will attend daily enrichment classes during Tier Time. These enrichment classes will concentrate on math and science but will also address reading skills.</p> <p>Strategy's Expected Result/Impact: Move more students from meets to masters on STAAR.</p> <p>Staff Responsible for Monitoring: Paraprofessional Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Monday Elementary will encourage and motivate high attendance rates, identify at risk students in need of intervention and strengthen home-school relationships.

Evaluation Data Sources: PEIMS reports for attendance

At risk data





MTSS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students are encouraged to attend school on a regular basis through recognition and earned rewards, increasing instructional time.</p> <p>Strategy's Expected Result/Impact: Sustain at least a 97% Campus Wide Attendance Rate.</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: ROAR winners are selected for positive behavior monthly.</p> <p>Strategy's Expected Result/Impact: Students will embrace the school wide behavior system.</p> <p>Staff Responsible for Monitoring: ROAR Committee Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Online Learning will be offered to students that are being quarantined due to Covid to recoup attendance while they are not present at school.</p> <p>Strategy's Expected Result/Impact: Students will miss less instruction.</p> <p>Staff Responsible for Monitoring: Online quarantine teacher.</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, Staff

Performance Objective 1: The campus will provide high quality staff development.





Evaluation Data Sources: Reading Academy Cohort Leader
Principal
Instructional Facilitators
Margarita Garcia

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades 1-3 will participate in the online Reading Academy. Strategy's Expected Result/Impact: Teachers will have the opportunity to learn the foundational skills required to teach students to read. Staff Responsible for Monitoring: Reading Academy Cohort Leader</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in an active book study "The Growth Mindset Coach." Teachers will deliver instruction to students monthly on developing a growth mindset. Strategy's Expected Result/Impact: Students will develop the mindset that they can learn new things that may appear difficult. Staff Responsible for Monitoring: Classroom Teacher Administration Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in quarterly "Teaching TEKS with Tenacity" extended PLCs with the instructional facilitators. Strategy's Expected Result/Impact: Teachers will examine the TEKS closely with a better understanding of how to teach them. Staff Responsible for Monitoring: Instructional Facilitators Administration Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, Staff

Performance Objective 2: The district/campus will recruit and hire fully certified and highly qualified administrators, teachers, and staff.

Evaluation Data Sources: Performance records.





Strategy 1 Details	Reviews			
<p>Strategy 1: Monday Elementary will continue to seek out highly qualified and motivated staff. Strategy's Expected Result/Impact: Teacher will be more experienced and qualified to educate our students. Students will be more successful. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: New teachers to campus will be assigned a mentor. Strategy's Expected Result/Impact: Teachers will have immediate feedback, support and direction. Staff Responsible for Monitoring: Lead Teacher TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage paraprofessionals to pursue a teaching career. Strategy's Expected Result/Impact: Provide various opportunities for paraprofessionals to participate in staff development and opportunities to explore the teaching experience. Staff Responsible for Monitoring: Administration Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service on committees of choice, curriculum and assessment input, and other campus related leadership opportunities. Strategy's Expected Result/Impact: Climate in the building will reflect collaboration and community. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs and Services

Performance Objective 1: Technology will be integrated throughout the district/campus.

Evaluation Data Sources: Lexia, IXL, Pearson, District Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will each be provided a device. Strategy's Expected Result/Impact: This will enable students to take the device home if needed to encourage student engagement while in quarantine. Staff Responsible for Monitoring: Classroom Teacher Online Teacher</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will continue to participate in online instruction through various programs such as Lexia and IXL. Strategy's Expected Result/Impact: Students will gain needed practice in reading and math skills. Staff Responsible for Monitoring: Classroom Teacher Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will continue to take weekly and quarterly assessments online. Strategy's Expected Result/Impact: Students will be prepare to take online STAAR. Staff Responsible for Monitoring: Classroom Teacher Instructional Facilitators</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 4 Details	Reviews			
<p>Strategy 4: First and second grade teachers will be further trained on classroom Recordx panels.</p> <p>Strategy's Expected Result/Impact: Students will have more opportunities for interactive learning.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Technology Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 2: Students in need of specialized services will be properly identified and served.

Evaluation Data Sources: MTSS Data
Teacher Records





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet with the MTSS team once every six weeks to evaluate student progress. Strategy's Expected Result/Impact: Students in need of further support will be identified. Staff Responsible for Monitoring: MTSS Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: 4th and 5th grade students who did not approach on STAAR will be provided accelerated instruction in all subjects needed daily. Strategy's Expected Result/Impact: Gaps in instruction will be filled and students will be successful on the 2022 STAAR assessment. Staff Responsible for Monitoring: Classroom Teacher Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Third grade will be given additional support for small group math time. Strategy's Expected Result/Impact: Third grade STAAR scores will improve. Staff Responsible for Monitoring: Classroom Teachers Interventionists</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Appropriate assessment will be given and students monitored to identify GT students. Strategy's Expected Result/Impact: More GT students will be identified. Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 5 Details	Reviews			
<p>Strategy 5: SEL needs will be identified and students served in small groups or individually by the counselor.</p> <p>Strategy's Expected Result/Impact: One on one interviews with students to identify possible issues.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs and Services

Performance Objective 3: Parental and Community Involvement will be Prioritized.





Evaluation Data Sources: Teacher Conference Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will send out a quarterly newsletter. Strategy's Expected Result/Impact: Keep parents informed of school and district happenings. Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Monday Elementary will adopt a "Monday Folder" procedure. A schoolwide folder will be sent out each Monday with school information in it. Strategy's Expected Result/Impact: Parents will be informed of weekly happenings and student progress on a consistent basis. Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Monday Elementary will make weekly Facebook posts. Strategy's Expected Result/Impact: Parents will be aware of school happenings. Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 1: Students will practice safety procedures throughout the campus.





Evaluation Data Sources: Teachers
Administration

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff are trained on appropriate procedures regarding Covid-19 and emergency building procedures.</p> <p>Strategy's Expected Result/Impact: Less injuries and illness. Staff and students are safe during emergency situations.</p> <p>Staff Responsible for Monitoring: Nurse Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 2: Provide Programs and Structures that Promote an Orderly Learning Environment





Evaluation Data Sources: All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will continue to reward students for compliance with the schoolwide PBIS behavior plan.</p> <p>Strategy's Expected Result/Impact: An orderly learning environment is produced through consistent expectations.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 3: Provide Programs and Structures that Promote Social and Emotional Well-being

Evaluation Data Sources: Counselor Notes
 Parental Feedback
 Teacher Feedback

Strategy 1 Details	Reviews			
Strategy 1: Teacher-Student mentoring program. Strategy's Expected Result/Impact: Students feel connected and supported by a staff member at school. Staff Responsible for Monitoring: Counselor Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: Monday Elementary will extend Restorative Practices by requiring all classrooms to participate in "Circle Up" time at the same time each morning, as a campus. Strategy's Expected Result/Impact: Class bonding and student acceptance. Staff Responsible for Monitoring: Classroom Teacher ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Campus Needs Assessment revealed the need for a school-wide vocabulary program. Also, inconsistency was found in the methodology of test taking strategies across grade levels. There is a need for slight revision and expansion of our SEL Restorative Practices program. Teachers would like to recognize student achievement and appropriate behavior more. Also, initiating after school programs and in-school enrichment opportunities is a need for all students. Addressing learning loss through additional supports is also a concern along with recouping attendance.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with appropriate stakeholders. The team will meet in early November to review the plan.

2.2: Regular monitoring and revision

The campus improvement committee will meet three times a year to review progress and modify the plan as needed.

2.3: Available to parents and community in an understandable format and language

The plan will be posted on the district website for community viewing.

2.4: Opportunities for all children to meet State standards

There are many opportunities for all students to grow and meet standards. We maintain adherence to high academic standards and fidelity to the TEKS. Students are afforded remediation opportunities as well as enrichment during the school day. There is a universal time for each grade level to receive this instruction as needed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.2: Offer flexible number of parent involvement meetings

We have several community activities throughout the year. Trunk or Treat, Bingo Night, Love of Learning, and Cinco de Mayo are all opportunities for the community to come out and interact with staff and students. We also provide weekly information sent out in a schoolwide Monday folder and a quarterly newsletter from the administration.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums