

# **Carrollton-Farmers Branch Independent School District**

## **Landry Elementary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

## Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

## Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

## Motto

High Expectations for ALL

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Guiding Objectives	15
Guiding Objective 1: Optimize Engaging and Diverse Learning	16
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	20
Guiding Objective 3: Optimize Community Engagement	21
Guiding Objective 4: Optimize Social and Emotional Health of all students	22
Guiding Objective 5: Optimize All Available Resources	24
State Compensatory	27
Budget for Landry Elementary	28
Plan Notes	28
Campus Improvement Committee	29
Campus Funding Summary	30
Addendums	31

# Comprehensive Needs Assessment

Revised/Approved: May 25, 2022

## Demographics

### Demographics Summary

Tom Landry Elementary is located in the Valley Ranch section of Irving, Texas formerly the location of the practice facility of the Dallas Cowboys National Football League (NFL) Football Team. Tom Landry was the legendary first head coach of the Dallas Cowboys for 29 seasons, and he was known as "The Great Innovator" in the world of football. Hence, Landry is named for this legendary coach and seeks to exemplify some of his great values.

The students who attend the school range from three-year-olds in the STEP-3 program to fifth grade. The staff is comprised of certified teachers from various backgrounds and ethnicities seeking to mirror the diverse community that the campus serves. The current enrollment is 535 students.

At Landry Elementary, the student body is:

48% Female

52% Male

48% African American

19% Asian

16% Hispanic

10% White

7% Two or More Races

1% American Indian

12% Emerging Bilingual

62% Economically Disadvantaged

### Demographics Strengths

Landry is a diverse campus comprised of many different cultures. The staff has partnerships with Valley Ranch Baptist Church, Cimmaron Recreation Center, Irving Police Department, Irving Fire Department, and Valley Ranch Library. The campus provides Communities in Schools (CIS) and after-school clubs, ensembles, activities, support for students and parents, and tutoring. School-wide parent conferences are held in the fall and spring of the year. Community partnerships continue to grow at Landry. The diversity of the campus allows students to be exposed to a myriad of cultures and ideas.

85% of the 3rd Grade students scored at Approaches on Math. In 3rd grade, 91% of Hispanic students, 75% of African American students, 100% of Asian students, 67% of students who are of Two or More Races, 100% of White students, 100% of Gifted and Talented students, 100% of Emergent Bilingual students, and 40% of Special Education students scored at the Approaches level on 3rd Grade STAAR Reading.

71% of 3rd Grade students scored Approaches on 3rd Grade STAAR Math. In 3rd Grade, 56% of Economically Disadvantaged students, 100% of Asian students, 53% of African American students, 73% of Hispanic students, 67% of students who are of Two or More Races, 100% of White students, 100% of Gifted and Talented students, 100% of Emergent Bilingual students, and 40% of Special Education students scored at the Approaches level on the 3rd Grade Math STAAR Assessment.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body.

**Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Problem Statement 2 (Prioritized):** During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. **Root Cause:** Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

# Student Learning

## Student Learning Summary

Landry continues to focus on instructional strategies that yield student growth in each weekly PLC Focus Meeting. Teachers use various common assessments to inform their instruction. MAP data was used as a common summative assessment to monitor student growth.

Students set and monitor academic growth goals. The table below illustrates students' performance on Measures of Academic Progress (MAP) from Winter to Spring in each class.

MAP				
Grade & Section	Math		Reading	
	Percentage of Students Who Met or Exceeded their projected RIT score	% of Projected Growth Met	Percentage of Students Who Met or Exceeded their projected RIT score	% of Projected Growth Met
Kindergarten Section 1	61.9%	112.6%	38.1%	68.4%
Kindergarten Section 2	47.6%	98%	28.6%	40.8%
Kindergarten Section 3	55.6%	83.2%	31.6%	51.6%
First Grade Section 1	26.3%	49.2%	26.3%	23.7%
First Grade Section 2	38.9%	81.4%	50%	63%
First Grade Section 3	47.4%	91.1%	63.2%	138.6%
Second Grade Sections 1 & 2	36.8%	93.6%	52.6%	53.8%
	50%	86.1%	57.9%	83.5%
Second Grade Sections 1 & 2	Average: 43.4%	Average: 89.8%	Average: 55.2%	Average: 68.6%
	57.9%	116.1%	63.2%	125.9%
Third Grade Sections 1 & 2	45%	94.8%	50%	90.9%
	Average: 51.4%	Average: 105.4%	Average: 56.6%	Average: 108.4%
Fourth Grade Sections 1, 2, & 3	66.7%	177.6%	25%	18.5%
	47.1%	95.7%	55.6%	131.1%
	72.7%	189.4%	92.9%	321.4%
	Average: 62%	Average: 154.2%	Average: 57.8%	Average: 157%

Grade & Section		Math		Reading	
Fifth Grade Sections 1 & 2	42.9%	64.3%	66.7%	223.4%	
	45.5%	67%	71.4%	217.1%	
	Average: 44.2%	Average: 65.6%	Average: 69%	Average: 220.2%	
First Grade Section 4	52.4%	114.8%	38.1%	70%	
2nd Grade Section 3	54.5%	70.9%	63.6%	100%	
Second Grade Section 4	50%	100%	25%	-14%	
Third Grade Section 3	57.1%	51.7%	64.3%	171.9%	
Third Grade Section 4	41.7%	82.4%	25%	-12.5%	
4th Grade Section 4	90.9%	161.4%	50%	122.2%	
Fourth Grade Section 5	85.7%	157.1%	57.1%	157.1%	
Fifth Grade Section 3	42.1%	28.9%	60%	64%	

It was noticed that the percentage of students who met projected growth on MAP was consistently highest in 4th grade math and reading.

## STAAR

### 3rd Grade STAAR

	May 2022 STAAR Grade 3 Reading Preliminary				May 2022 STAAR Grade 3 Mathematics Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Landry Elementary	73	84.93%	60.27%	49.32%	73	71.23%	47.95%	28.77%	73	78.08%	54.11%	39.04%
Economic Disadvantage	43	76.74%	41.86%	30.23%	43	55.81%	27.91%	4.65%	43	66.28%	34.88%	17.44%
Asian	9	100%	88.89%	77.78%	9	100%	88.89%	88.89%	9	100%	88.89%	83.33%
Black/African American	36	75%	41.67%	30.56%	36	52.78%	27.78%	8.33%	36	63.89%	34.72%	19.44%

	May 2022 STAAR Grade 3 Reading Preliminary				May 2022 STAAR Grade 3 Mathematics Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Hispanic	11	90.91%	54.55%	27.27%	11	72.73%	27.27%	0%	11	81.82%	40.91%	13.64%
Two or More Races	3	66.67%	33.33%	33.33%	3	66.67%	33.33%	33.33%	3	66.67%	33.33%	33.33%
White	14	100%	100%	100%	14	100%	92.86%	64.29%	14	100%	96.43%	82.14%
Gifted Talented	26	100%	96.15%	88.46%	26	100%	84.62%	73.08%	26	100%	90.38%	80.77%
Currently Emergent Bilingual	4	100%	50%	50%	4	75%	75%	50%	4	87.50%	62.50%	50%
Special Ed Indicator	10	40%	10%	10%	10	40%	20%	10%	10	40%	15%	10%

#### 4th Grade STAAR

	May 2022 STAAR Grade 4 Reading Preliminary				May 2022 STAAR Grade 4 Mathematics Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Landry Elementary	83	68.67%	53.01%	37.35%	83	61.45%	39.76%	19.28%	83	65.06%	46.39%	28.31%
Economic Disadvantage	53	62.26%	41.51%	26.42%	53	52.83%	24.53%	9.43%	53	57.55%	33.02%	17.92%
Asian	18	83.33%	83.33%	77.78%	18	77.78%	77.78%	55.56%	18	80.56%	80.56%	66.67%
Black/African American	42	59.52%	38.10%	19.05%	42	47.62%	16.67%	2.38%	42	53.57%	27.38%	10.71%
Hispanic	12	83.33%	66.67%	41.67%	12	83.33%	50%	25%	12	83.33%	58.33%	33.33%
Two or More Races	5	60%	40%	40%	5	40%	40%	0%	5	50%	40%	20%
White	6	66.67%	50%	33.33%	6	83.33%	66.67%	33.33%	6	75%	58.33%	33.33%
Gifted Talented	27	100%	96.30%	70.37%	27	96.30%	88.89%	55.56%	27	98.15%	92.59%	62.96%
Currently Emergent Bilingual	7	57.14%	42.86%	28.57%	7	57.14%	42.86%	28.57%	7	57.14%	42.86%	28.57%



May 2022 STAAR Grade 4 Reading  
Preliminary

May 2022 STAAR Grade 4  
Mathematics Preliminary

Summarized Results

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
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Special Ed Indicator	13	38.46%	23.08%	15.38%	13	30.77%	23.08%	0%	13	34.62%	23.08%	7.69%
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5th Grade STAAR

May 2022 STAAR Grade 5 Reading  
Preliminary

May 2022 STAAR Grade 5  
Mathematics Preliminary

May 2022 STAAR Grade 5 Science  
Preliminary

Summarized Results

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
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Landry Elementary	73	75.34%	58.90%	36.99%	73	57.53%	35.62%	16.44%	73	57.53%	30.14%	10.96%	73	63.47%	41.55%	21.46%
Economic Disadvantage	50	78%	58%	30%	50	54%	30%	10%	50	52%	24%	8%	50	61.33%	37.33%	16%
Asian	7	57.14%	42.86%	28.57%	7	42.86%	42.86%	28.57%	7	57.14%	42.86%	0%	7	52.38%	42.86%	19.05%
Black/African American	38	68.42%	50%	26.32%	38	44.74%	23.68%	5.26%	38	42.11%	10.53%	2.63%	38	51.75%	28.07%	11.40%
Hispanic	14	85.71%	78.57%	57.14%	14	71.43%	50%	35.71%	14	78.57%	50%	28.57%	14	78.57%	59.52%	40.48%
Two or More Races	3	100%	66.67%	66.67%	3	100%	66.67%	66.67%	3	66.67%	66.67%	66.67%	3	88.89%	66.67%	66.67%
White	11	90.91%	72.73%	45.45%	11	81.82%	45.45%	9.09%	11	81.82%	54.55%	9.09%	11	84.85%	57.58%	21.21%
Gifted Talented	22	100%	86.36%	63.64%	22	95.45%	72.73%	45.45%	22	86.36%	63.64%	31.82%	22	93.94%	74.24%	46.97%
Currently Emergent Bilingual	7	42.86%	42.86%	14.29%	7	28.57%	28.57%	0%	7	42.86%	14.29%	0%	7	38.10%	28.57%	4.76%
Special Ed Indicator	10	70%	50%	20%	10	40%	10%	10%	10	50%	10%	0%	10	53.33%	23.33%	10%

TELPAS

Landry Elementary	Total Students	Yearly Progress Indicator					TELPAS Composite Rating				
		Lower/Same Level	Level 1 Level	Higher2 Levels	Higher3 Levels	Higher No Rating	Beginning	Intermediate	Advanced	Advanced High	
Kindergarten	9	%	%	%	%	11.11%	22.22%	44.44%	22.22%	0%	
1st Grade	11	45.45%	36.36%	9.09%	9.09%	9.09%	27.27%	9.09%	9.09%	45.45%	
2nd Grade	3	100%	0%	0%	0%	33.33%	0%	33.33%	33.33%	0%	
3rd Grade	4	50%	50%	0%	0%	0%	0%	25%	50%	25%	
4th Grade	7	66.67%	33.33%	0%	0%	14.29%	14.29%	28.57%	14.29%	28.57%	
5th Grade	7	66.67%	33.33%	0%	0%	14.29%	0%	42.86%	42.86%	0%	

### Student Learning Strengths

Improvement has been observed in student performance on iStation correlated with growth on MAP and STAAR. 3rd, 4th, and 5th Grade Math and Reading has improved on STAAR. The percentage of students increasing STAAR passing rates from 2021-2022 in Reading for 3rd and 4th Grades is as follows:

- Approaches in Reading: 3rd Grade increased by 21% and 4th Grade increased by 4%
- Meets in Reading: 3rd Grade increased by 12% and 4th Grade increased by 20%
- Masters in Reading: 3rd Grade increased by 23% and 4th Grade increased by 26%

The percentage of students increasing STAAR passing rates in math from 2021-2022 in 3rd and 4th Grades is as follows:

- Approaches: 3rd Grade increased by 21% and 4th Grade increased by 6%
- Meets: 3rd Grade increased by 15% and 4th Grade increased by 15%
- Masters: 3rd Grade increased by 7% and 4th Grade increased by 4%

Academic achievement has shown some strong improvements at Landry. While there are some challenges in student groups, overall achievement is climbing. A celebration is that 50% of 5th Grade African American and Special Education students scored at the Meets level on STAAR Reading.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** African American students are not meeting the expectations and closing the achievement gap in Math and Reading. **Root Cause:** The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching.

**Problem Statement 2 (Prioritized):** Special Education students are not meeting expectation and closing the achievement gap in Math and Reading. **Root Cause:** The campus lacks consistent coaching for special education teachers on instructional best practices and goal setting for students.

**Problem Statement 3 (Prioritized):** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Problem Statement 4 (Prioritized):** During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. **Root Cause:** Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

# School Processes & Programs

## School Processes & Programs Summary

In the 2021-2022 school year, an Upbeat Campus-Based Survey was given to all staff to assess the campus process and programs. Parent/Teacher Communication increased by 10.6 percentage points. Survey results identified one main school-wide process needing improvement: Professional Development

For the 2021-2022 school year, the campus chose to focus on Data Driven Instruction to aid teachers in using data to determine appropriate instructional design. This required the determination of appropriate data points, collective agreement on assessment methods and schedules, and review of data to determine trends of success and improvement. During the Summer of 2021, staff attended PLC and DDI training to create a guiding coalition focusing on the importance of data dialogues and essential standards to create effective common assessments. PLC Focus meetings were held by weekly according to content area.

Additional information from the Upbeat Campus Survey includes:

- Teachers feel that a high-quality curriculum is not readily available.
- Fifteen percent of teachers do not feel that they have a trusting relationship with their colleagues.

According to the 2020-2021 TAPR:

- 1.5 teachers had less than one year of experience.
- 9.5 teachers with 1 to 5 years experience.
- 9 teachers with 6-10 years of experience.
- 9 teachers with 11-20 years of experience.
- 1 teachers with over 20 years of experience.
- 23 teachers hold a Bachelor's Degree.
- 7 teachers with a Master's Degree.

According to the master schedule, teachers receive 50 minutes of planning time per day. Tutorials occur after school twice a week for an 30 as well as extracurricular club/ensemble opportunities. Thirty minutes of RtI time is built into the classroom's daily schedule.

## School Processes & Programs Strengths

- Teachers have influence over the hiring of professional staff.
- Students attend Fine Arts classes for 50 minutes each day that include art, music, P.E., dance, and theatre.
- Fine arts are integrated into content areas.
- All classes participate in monthly STEAM project shares.

- Devices are provided at a 1:1 ratio for each classroom PK-5.
- Campus procedures for the transition from elementary to middle school include counselor visits to discuss course selections, presentation of expectations, and a field trip to the middle school to learn about the transitioning process to middle school.
- Guidance lessons are taught by the counselor twice a month to each class.
- SEL and Restorative Practices are implemented in classrooms.
- ESL small group support is available.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Behavior of new students to the school has not been aligned to the Landry expectations. **Root Cause:** The staff has been unable to develop an appropriate transition program for new students.

**Problem Statement 2 (Prioritized):** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Problem Statement 3 (Prioritized):** During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. **Root Cause:** Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

# Perceptions

## Perceptions Summary

Landry elementary fosters an uplifting, educational, and inclusive environment for all students to engage in all areas of growth. Parents share that they can tell that Landry's school staff cares about their children. In the Upbeat survey, staff overwhelmingly believe that parents are supportive of the school. In addition, the school counselor provides parent training in the evenings and counseling. Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and bi-monthly counseling classes. Parents are involved in meaningful ways throughout the school year by participating in Parent Nights, Family Nights, volunteer opportunities, Field Day, and the Reindeer Run. Parent perceptions of the school's effectiveness vary.

83% of students responded favorably on the Panorama Survey that teachers present information that students learn clearly. 89% of students responded favorably to having learned a lot this year. In our feedback, parents see themselves as partners in their child's success and education. The staff effectively communicates with parents through weekly calls, newsletters, and social media. They are also provided with translators as needed as well as notes and letters translated into Spanish.

## Perceptions Strengths

There was an increase in students' belief that they have someone who cares about them at school. There was an increase in the survey of parents believing that the school communicates effectively. In Panorama Survey, the area of rigorous expectations showed an increase as observed by the students.

- Staff feels physically safe.
- Teachers do meaningful work together in teams.
- Teachers help each other.
- The building is clean and well-maintained.
- Teachers feel successful in supporting students' academic development.
- Staff feels loyal to the immediate team.
- Highly skilled teachers are given extra responsibility at Landry.
- Students feel that teachers are respectful towards them.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There are always opportunities to improve communication with parents. **Root Cause:** Parents like to be communicated with in various ways, and sometimes staff prefers using Parent Square for the majority of communication.

# Priority Problem Statements

**Problem Statement 3:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body.

**Root Cause 3:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 1:** African American students are not meeting the expectations and closing the achievement gap in Math and Reading.

**Root Cause 1:** The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 4:** During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs.

**Root Cause 4:** Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Special Education students are not meeting expectation and closing the achievement gap in Math and Reading.

**Root Cause 2:** The campus lacks consistent coaching for special education teachers on instructional best practices and goal setting for students.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

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

## **Student Data: Assessments**

- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

# Guiding Objectives

Revised/Approved: August 4, 2022

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By the end of the 2022-2023 school year, all student groups will increase STAAR performance by 5% in Math, Reading, and Science.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Student performance on STAAR Assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend Professional Learning Community Focus Meetings where teachers will set goals and monitor student progress on Dreambox, monthly iStation Assessments, Fountas and Pinnell Running Records, District Common Formative Assessments, MAP at the Beginning, Middle, and End of Year, and other agreed upon assessments as needed. <b>Strategy's Expected Result/Impact:</b> 5% increase on STAAR performance for students in 3rd, 4th, and 5th grades and 10% increase for African American and Special Education students on STAAR Reading and Math Assessments in comparison to student group performance on the 2022 STAAR Assessments in Reading and Math. <b>Staff Responsible for Monitoring:</b> Administrators  - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Reading Book Bins - 211 Title I - \$5,000	Formative			Summative
	Oct	Jan	Mar	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Plan weekly and collaborate with instructional coaches on Best Practices and Higher Leverage Instructional Strategies in Reading, Math, Writing, and Science. <b>Strategy's Expected Result/Impact:</b> 5% increase on STAAR Performance for all students. 10% increase in African American and Special Education student groups on STAAR Reading and Math in comparison to 2022 STAAR Reading and Math data. <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> STAAR Field Guides - 211 Title I - \$500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor iStation Data on a monthly basis during iStation Data Meetings. <b>Strategy's Expected Result/Impact:</b> 70% of students will be reading on grade level by the end of the school year. <b>Staff Responsible for Monitoring:</b> Teachers and Vertical TEAMS  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Align writing instruction with state, district, and campus expectations and work collaboratively as a PLC to improve, align, and monitor the integration of speaking and writing in all content areas at every grade level. <b>Strategy's Expected Result/Impact:</b> Student writing will increase in all content areas as indicated during	Formative			Summative
	Oct	Jan	Mar	June

writing deck checks during PLC Focus meetings.

**Staff Responsible for Monitoring:** Teachers and Vertical TEAMS

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Student Learning**

**Problem Statement 1:** African American students are not meeting the expectations and closing the achievement gap in Math and Reading. **Root Cause:** The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching.

**Problem Statement 2:** Special Education students are not meeting expectation and closing the achievement gap in Math and Reading. **Root Cause:** The campus lacks consistent coaching for special education teachers on instructional best practices and goal setting for students.

**Problem Statement 3:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**School Processes & Programs**

**Problem Statement 2:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 2:** By the end of the 2022-2023 school year, African American students will increase STAAR performance by 10% in Math, Reading, and Science.

### HB3 Guiding Objective

**Evaluation Data Sources:** Student performance on STAAR Assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Set and monitor BOY, MOY, and EOY MAP Goals with students K-5 for reading and math and 4th and 5th Grade Science. <b>Strategy's Expected Result/Impact:</b> African American students will increase their overall performance on the 2023 STAAR Assessments in Reading, Math, and Science. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attend meetings as a Professional Learning Community to set goals, design engaging instructional lessons, and monitor professional growth through data meetings and ePortfolios. <b>Strategy's Expected Result/Impact:</b> Teachers will provide evidence that demonstrates grit as a unified group learning with the approach of a growth mindset in data meetings. By January 2023, each teacher will create an ePortfolio. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 <b>Funding Sources:</b> Quarterly Planning Meetings for Reading and Math; F&P Assessment Kits - 211 Title I - \$17,500	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

### Goal 2 Problem Statements:

### Demographics

**Problem Statement 1:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

### Student Learning

**Problem Statement 1:** African American students are not meeting the expectations and closing the achievement gap in Math and Reading. **Root Cause:** The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching.

**Problem Statement 2:** Special Education students are not meeting expectation and closing the achievement gap in Math and Reading. **Root Cause:** The campus lacks consistent coaching for special education teachers on instructional best practices and goal setting for students.

**Problem Statement 3:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

### School Processes & Programs





**Problem Statement 2:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Guiding Objective 2:** Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

**Goal 1:** By May of 2023, all security threats to entrances and procedures will be identified and addressed through monthly drills, updates, and safety walks.

**High Priority**

**Evaluation Data Sources:** Monthly drills and debriefs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct monthly evacuation (Fire Drills). Landry will collaborate with local municipalities in developing appropriate plans for drills. Additional drills will be conducted at least twice per year such as: shelter and lockout. <b>Strategy's Expected Result/Impact:</b> Students and staff will become familiar with procedures and implement them with automaticity. <b>Staff Responsible for Monitoring:</b> Administrators and staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Guiding Objective 3: Optimize Community Engagement

**Goal 1:** By May of 2023, Landry Elementary will increase community partnerships and campus volunteers by 10%.

**Evaluation Data Sources:** Visitor Sign-in, community involvement logs, and program attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Meet with community partners such as Valley Ranch Baptist Church and Cimarron Park Recreation Center quarterly to discuss campus successes and upcoming opportunities. <b>Strategy's Expected Result/Impact:</b> 10% increase in community involvement on campus. <b>Staff Responsible for Monitoring:</b> Administrators, counselor, office staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 3 <b>Funding Sources:</b> Snacks for Meetings - 211 Title I - \$500				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





#### Goal 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. <b>Root Cause:</b> Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.
Student Learning
<b>Problem Statement 4:</b> During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. <b>Root Cause:</b> Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.
School Processes & Programs
<b>Problem Statement 3:</b> During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. <b>Root Cause:</b> Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

## Guiding Objective 4: Optimize Social and Emotional Health of all students

**Goal 1:** By May of 2023, overall office referrals at Landry Elementary will decrease by 10%.

**Evaluation Data Sources:** Office Referral Data  
Restorative Circle Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct daily Morning Meetings and create treatment agreements in all classrooms to establish a safe and inclusive environment for all. <b>Strategy's Expected Result/Impact:</b> The number of office referrals will decrease by at least 10%. <b>Staff Responsible for Monitoring:</b> Administrators and counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide at least one social-emotional lesson for all classes PK-5. <b>Strategy's Expected Result/Impact:</b> Decreased office referrals <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Goal 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. <b>Root Cause:</b> Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.
Student Learning
<b>Problem Statement 4:</b> During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. <b>Root Cause:</b> Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. <b>Root Cause:</b> Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.







## Guiding Objective 5: Optimize All Available Resources

**Goal 1:** By the end of May 2023, Landry participation in community events and forums will increase by 10%.

### High Priority

**Evaluation Data Sources:** Attendance at community events  
Attendance at community forums

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide positive communication with parents through face-to-face conferences, emails, phone calls, Parent Square, classroom newsletters, Family Nights, Communities in Schools, and social media, as well as School Parent Compact and Parent Involvement Policy.  <b>Strategy's Expected Result/Impact:</b> Increased parent and community involvement. Parent and community volunteers will increase by at least 10% above that of 2021-2022 school year. <b>Staff Responsible for Monitoring:</b> Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Plan and provide a multicultural night to engage all stakeholders in discussions regarding state standards, campus needs, and campus successes.  <b>Strategy's Expected Result/Impact:</b> Learning owned by all stakeholders. <b>Staff Responsible for Monitoring:</b> Counselor, CIS coordinator, Dyslexia Interventionist  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Goal 1 Problem Statements:

### Demographics

**Problem Statement 1:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Problem Statement 2:** During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. **Root Cause:** Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

### Student Learning

**Problem Statement 1:** African American students are not meeting the expectations and closing the achievement gap in Math and Reading. **Root Cause:** The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching.

**Problem Statement 2:** Special Education students are not meeting expectation and closing the achievement gap in Math and Reading. **Root Cause:** The campus lacks consistent coaching for special education teachers on instructional best practices and goal setting for students.

**Problem Statement 3:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Problem Statement 4:** During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. **Root Cause:** Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

### School Processes & Programs

**Problem Statement 2:** During the 2021-2022 school year, the Gifted and Talented composition was not consistent with the overall demographics of the student body. **Root Cause:** Over the last 2 years, 66% of the staff has been new to the campus and have not trained on the identification of the characteristics of gifted minority students from impoverished backgrounds.

**Problem Statement 3:** During the 2021-2022 school year, students were not provided with stable mentors to meet emotional and sociological needs. **Root Cause:** Parents, community members, and mentors have not been able to work consistently with students due to limitations imposed by COVID-19.

## Guiding Objective 5: Optimize All Available Resources

**Goal 2:** By May 2023, 40% of Landry students will participate in a Club or school organizations to enhance their school experience.

**High Priority**

**Evaluation Data Sources:** Club and organization attendance.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Offer students the opportunity to choose a school club, ensemble, or organization for membership during membership rally. <b>Strategy's Expected Result/Impact:</b> 40% of students will be members of school organizations by May of 2023. <b>Staff Responsible for Monitoring:</b> Team Leaders  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

# State Compensatory

## Budget for Landry Elementary

**Total SCE Funds:** \$171,568.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

These funds will be used for tutoring, intervention, and small group instruction.

# Plan Notes

## HB 3 Board Goals (Revised (2022))

### Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	29	*	50	*		*		*	*	25	*
2018 STAAR	44	25	*	*	*		*		*	*	*	*
2019 STAAR	43	27	11	46	*		*			43	29	*
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	37	19	58	*		70			20	24	33
2022 STAAR	39	40	22	61	*		73			23	27	36
2023 STAAR	42	43	25	64	*		76			26	30	39
2024 STAAR	46	46	28	67	*		79			29	33	42

### Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	20	*	*	*		*		*	*	*	*
2018 STAAR	46	*	*	*	*		*		*	*	*	*
2019 STAAR	48	33	22	62	*		*			57	36	*
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	25	9	31	*		70			10	16	33
2022 STAAR	33	29	14	42	*		*			27	24	36
2023 STAAR	41	32	20	54	*		*			43	31	39
2024 STAAR	48	36	25	65	*		*			60	39	42

# Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Tia Staples	2nd Grade
Classroom Teacher	Brittany Phillips	5th Grade
Classroom Teacher	Roslyn Kelly	3rd Grade
Administrator	Eric Cockerham	Administrator
Classroom Teacher	Tajah Bradley	Special Education
Counselor	Julana Parker	Counselor
Classroom Teacher	Kiara Lewis	1st Grade
Specials Teacher	Michael Wiggins	Specials Teacher
Classroom Teacher	Jordan Anderson	Pre-K
Administrator	Whitney Tolliver	Assistant Principal
Classroom Teacher	Trenise Sholes	4th Grade
Classroom Teacher	Vickie Severs	Kindergarten
Community Representative	Marion Bradford	Community Member
Community Representative	Arthur Mendes	Community Member
Business Representative	Destiney Lowery	Business Representative
Parent	Sarah Paxton	Parent
Parent	Papa Ngom	Parent
Parent	Cerise Lagow	Parent
Parent	Abdo Waaeys	Parent

# Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Book Bins		\$5,000.00
1	1	2	STAAR Field Guides		\$500.00
1	2	2	Quarterly Planning Meetings for Reading and Math; F&P Assessment Kits		\$17,500.00
3	1	1	Snacks for Meetings		\$500.00
Sub-Total					\$23,500.00
Budgeted Fund Source Amount					\$39,266.00
+/- Difference					\$15,766.00
Grand Total Budgeted					\$39,266.00
Grand Total Spent					\$23,500.00
+/- Difference					\$15,766.00

# Addendums



	May 2022 STAAR Grade 3 Reading Preliminary				May 2022 STAAR Grade 3 Mathematics Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Landry Elementary	73	84.93%	60.27%	49.32%	73	71.23%	47.95%	28.77%	73	78.08%	54.11%	39.04%
Economic Disadvantage	43	76.74%	41.86%	30.23%	43	55.81%	27.91%	4.65%	43	66.28%	34.88%	17.44%
Asian	9	100%	88.89%	77.78%	9	100%	88.89%	88.89%	9	100%	88.89%	83.33%
Black/African American	36	75%	41.67%	30.56%	36	52.78%	27.78%	8.33%	36	63.89%	34.72%	19.44%
Hispanic	11	90.91%	54.55%	27.27%	11	72.73%	27.27%	0%	11	81.82%	40.91%	13.64%
Two or More Races	3	66.67%	33.33%	33.33%	3	66.67%	33.33%	33.33%	3	66.67%	33.33%	33.33%
White	14	100%	100%	100%	14	100%	92.86%	64.29%	14	100%	96.43%	82.14%
Gifted Talented	26	100%	96.15%	88.46%	26	100%	84.62%	73.08%	26	100%	90.38%	80.77%
Currently Emergent Bilingual	4	100%	50%	50%	4	75%	75%	50%	4	87.50%	62.50%	50%
Special Ed Indicator	10	40%	10%	10%	10	40%	20%	10%	10	40%	15%	10%

	May 2022 STAAR Grade 4 Reading Preliminary				May 2022 STAAR Grade 4 Mathematics Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Landry Elementary	83	68.67%	53.01%	37.35%	83	61.45%	39.76%	19.28%	83	65.06%	46.39%	28.31%
Economic Disadvantage	53	62.26%	41.51%	26.42%	53	52.83%	24.53%	9.43%	53	57.55%	33.02%	17.92%
Asian	18	83.33%	83.33%	77.78%	18	77.78%	77.78%	55.56%	18	80.56%	80.56%	66.67%
Black/African American	42	59.52%	38.10%	19.05%	42	47.62%	16.67%	2.38%	42	53.57%	27.38%	10.71%
Hispanic	12	83.33%	66.67%	41.67%	12	83.33%	50%	25%	12	83.33%	58.33%	33.33%
Two or More Races	5	60%	40%	40%	5	40%	40%	0%	5	50%	40%	20%
White	6	66.67%	50%	33.33%	6	83.33%	66.67%	33.33%	6	75%	58.33%	33.33%
Gifted Talented	27	100%	96.30%	70.37%	27	96.30%	88.89%	55.56%	27	98.15%	92.59%	62.96%
Currently Emergent Bilingual	7	57.14%	42.86%	28.57%	7	57.14%	42.86%	28.57%	7	57.14%	42.86%	28.57%
Special Ed Indicator	13	38.46%	23.08%	15.38%	13	30.77%	23.08%	0%	13	34.62%	23.08%	7.69%

	May 2022 STAAR Grade 5 Reading Preliminary				May 2022 STAAR Grade 5 Mathematics Preliminary				May 2022 STAAR Grade 5 Science Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Landry Elementary	73	75.34%	58.90%	36.99%	73	57.53%	35.62%	16.44%	73	57.53%	30.14%	10.96%	73	63.47%	41.55%	21.46%
Economic Disadvantage	50	78%	58%	30%	50	54%	30%	10%	50	52%	24%	8%	50	61.33%	37.33%	16%
Asian	7	57.14%	42.86%	28.57%	7	42.86%	42.86%	28.57%	7	57.14%	42.86%	0%	7	52.38%	42.86%	19.05%
Black/African American	38	68.42%	50%	26.32%	38	44.74%	23.68%	5.26%	38	42.11%	10.53%	2.63%	38	51.75%	28.07%	11.40%
Hispanic	14	85.71%	78.57%	57.14%	14	71.43%	50%	35.71%	14	78.57%	50%	28.57%	14	78.57%	59.52%	40.48%
Two or More Races	3	100%	66.67%	66.67%	3	100%	66.67%	66.67%	3	66.67%	66.67%	66.67%	3	88.89%	66.67%	66.67%
White	11	90.91%	72.73%	45.45%	11	81.82%	45.45%	9.09%	11	81.82%	54.55%	9.09%	11	84.85%	57.58%	21.21%
Gifted Talented	22	100%	86.36%	63.64%	22	95.45%	72.73%	45.45%	22	86.36%	63.64%	31.82%	22	93.94%	74.24%	46.97%
Currently Emergent Bilingual	7	42.86%	42.86%	14.29%	7	28.57%	28.57%	0%	7	42.86%	14.29%	0%	7	38.10%	28.57%	4.76%
Special Ed Indicator	10	70%	50%	20%	10	40%	10%	10%	10	50%	10%	0%	10	53.33%	23.33%	10%