

Carrollton-Farmers Branch Independent School District

Central 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Welcome to Central Elementary, which was built in 1964. Our motto and culture go hand in hand. Central Cubs and Staff, “Dream it, Believe it, Achieve it.” Our highly certified staff is committed to providing high-quality education for all students. Our goal is for students to be prepared for college and the workforce so they can fulfill their lifelong dreams.

Central Elementary is an Ignite Pre-K Academy through 5th grade campus offering a bilingual program, which is designed to help students learn and make the transition to begin learning math, science, and other subjects in English. We offer many enrichment programs to our students such as the choir club, Yoga club, Running Club, Coloring Club, and our OrFf Club that was recognized in 2020 by the Texas Music Educators Association (TMEA). They can also join our Central News Network Crew.

We focus on educating the “whole child” by providing a supportive, nurturing environment, while fostering strong relationships within the school and community. We believe in instilling a growth mindset which will enable academic progress, healthy habits, productive behaviors, and become lifelong learners.

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/21/2022)	Count	Percent
Gender		
Female	220	48.89%
Male	230	51.11%
Ethnicity		
Hispanic-Latino	431	95.78%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	6	1.33%
Native Hawaiian - Pacific Islander	0	0.00%
White	9	2.00%
Two-or-More	4	0.89%

Student by Program (2021 - 2022 Fall PEIMS file loaded 01/21/2022)	Count	Percent
Emergent Bilingual (EB)	337	74.89%
Bilingual	187	41.56%
English as a Second Language (ESL)	57	12.67%
Alternative Bilingual Language Program	87	19.33%
Alternative ESL Language Program	5	1.11%
Gifted and Talented	15	3.33%
Special Education (SPED)	69	15.33%
Title I Participation	450	100.00%
Dyslexia	5	1.11%
Economic Disadvantage		
Economic Disadvantage Total	405	90.00%

Free Meals	362	80.44%
Reduced-Price Meals	43	9.56%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	13	2.89%
Shelter	0	0.00%
Doubled Up	11	2.44%
Unsheltered	0	0.00%
Hotel/Motel	2	0.44%

We are committed to challenging all students and support academic achievement in a safe environment, empowering them to become successful, lifelong learners and productive citizens. Central Elementary is focused on high levels of learning for all through systematic and intentional targeted instruction. All instructional staff routinely participate in content planning along with data driven instructional meeting while consistently monitoring and responding to various data points. We believe that all students can and will learn. Our goal at Central Elementary is to provide rich learning experiences for all students to thrive in the 21st Century and beyond.

Demographics Strengths

At Central Elementary we pride ourselves in providing only the best education possible for all our students. We enhance students learning and skills focusing on Advancement Via Individual Determination (AVID) strategies that will assist with

- * goal setting
- * organization within binders, color coding dividers, folders and spirals
- * agendas for students to write their homework and teachers can attach information for parents
- * culture - to build the necessary skills to become a well educated citizen:
 - properly walk in the hallway
 - respect school properly
 - responsible use facilities on campus
 - growth mindset
 - celebrate hard work through award celebrations each 9 weeks

Central Elementary offers programs to fit a wide variety of learners including the following:

- [Ignite Pre-K Academy](#) Mathematics, science, social studies, and language arts are integrated to provide students with real-life opportunities to read, write, and problem solve.
- [Pre-school Program for Children with Disabilities \(PPCD\)](#), to serve qualifying 4 and 5-year-old's with special needs with the modified curriculum in a full-day program.

- [Academic Creative Education \(ACE\)](#), to serve students identified as Gifted and Talented.
- [Speech and Language Therapy](#) for qualifying students with a speech or language disorder.
- Wide Variety Of Enrichment Programs which teaches character traits and supports students' physical, emotional, and social needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 349 out of 466 students at Central are English Language Learners and are acquiring the English language within all contents. **Root Cause:** Strategic teacher moves need to focus on ESL strategies spiraled into instruction.

Problem Statement 2: Parents have a lack of resources to provide support for students. **Root Cause:** Families immigrate from other countries and lack education.

Problem Statement 3 (Prioritized): Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. **Root Cause:** Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.

Problem Statement 4 (Prioritized): Student needs require teachers to build capacity at a quick rate. **Root Cause:** The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

Problem Statement 5 (Prioritized): The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped. **Root Cause:** Families are new to the country and or have few resources available.

Student Learning

Student Learning Summary

Central Elementary students continuously meet their projected growth on their MAP assessment at each point taken. Central Elementary uses multiple forms of data and communicates with multiple measures for student learning. Student data is the driver for instructional for our staff. We have created a culture that develops, sustains, empowers, and engages teachers through differentiated continuous professional learning based on identified teacher, student, and grade level needs resulting in academic advancement and growth for all learners.

Grade Level MAP Growth Results 2021-2022													
		Math SDY Baseline	Math SDY Baseline	Math SDY Baseline	Math SDY Baseline	Math SDY Baseline	Math SDY Baseline	Reading SDY Baseline	Reading SDY Baseline	Reading SDY Baseline	Reading SDY Baseline	Reading SDY Baseline	Reading SDY Baseline
K	Thompson/Vick	54%	67%	57%	62%			46%	47%	13%	39%		
	Salinas/O'Leary (Bil.)	94%	94%	95%	95%			75%	63%	95%	79%		
1st gr	Allison/Vedepinas/Ceballos	86%	86%					57%	71%				
	Olivia/Vedepinas (Bil.)	74%	69%	72%	94%			29%	25%	29%	29%		
2nd gr	Garfield/Conner (Bil.)	39%	58%	53%	57%			11%	16%	26%	17%		
	Bernice/Johnson	67%	40%	36%	64%			62%	40%	55%	64%		
3rd gr	MacCae/ Zenas	46%	54%	65%	62%			55%	39%	53%	54%		
	Lopez/Santibanez/Monreal	77%	88%	69%	85%	62%	67%	59%	94%	46%	77%	62%	92%
4th gr	Hall/Higley S. (Bil.)	64%	95%	64%	86%			82%	95%	77%	86%	55%	62%
	Higley T./Pavara	71%	86%	79%	93%			79%	93%	64%	93%	86%	86%
5th gr	Bermudez/ Reimer (Bil.)	67%	57%	47%	52%			62%	71%	38%	47%	74%	43%
	Crocker/ McKay	60%	60%	50%	33%			30%	40%	42%	17%	50%	50%

Student Learning Strengths

Based on student achievement data, we know goal setting has been a game changer for our students. Teachers are intentionally about sharing students data with a purpose to motivate them to focus on what they can do better next time. As a staff we have also focused on essential standards where instructional practices are implemented based on student data. Utilizing instructional planning and data time to break down data and collaborate among fellow professionals to meet student needs. Instructional Coaches are utilized to provide job-embedded professional learning to teachers based on student needs. Implementation Professional Learning Communities focused on high achievement for all students. Refined professional learning to support specific teacher needs. Responsive and flexible intervention plans and programs. Small group instruction for targeted instruction and interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students at Central are not being held accountable for the proper care of their one to one devices. **Root Cause:** Central overall enforcing higher expectations for their devices.

Problem Statement 2 (Prioritized): Students are making growth but are not meeting state/district benchmarks. **Root Cause:** Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.

Problem Statement 3 (Prioritized): 73% of students feel teachers places high expectations on students. **Root Cause:** Teachers hold students accountable.

Problem Statement 4: Less teacher turnover rate has impacted the ability to build capacity in teachers **Root Cause:** Student needs require teachers to build capacity at a faster rate.

Problem Statement 5 (Prioritized): 349 out of 466 students at Central are English Language Learners and are acquiring the English language within all contents. **Root Cause:** Strategic teacher moves need to focus on ESL strategies spiraled into instruction.

Problem Statement 6 (Prioritized): Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. **Root Cause:** Students

with diverse language backgrounds and experiences take longer to develop strong literacy skills.

Problem Statement 7 (Prioritized): Student needs require teachers to build capacity at a quick rate. **Root Cause:** The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

Problem Statement 8 (Prioritized): Based on historical student achievement data: In May 2019 50% of students reached Approaches as measured by STAAR. **Root Cause:** Based on the number of students that need more than one years growth in reading, instructional practices must be designed based on student behaviors, and focus on independent reading levels to maximize expected growth.

School Processes & Programs

School Processes & Programs Summary

Our support staff team provided effective mentoring and worked with teachers on how to plan, execute, and evaluate instruction from the curriculum. A reformed DDI process has ensured students focus on student data and take action based on the data. Focusing on the instructional for all students at high levels. Teachers are better able to meet the demands of changing student needs due to the consistent support from the administrator and the instructional specialist team. Shifts to higher rigor of instruction were seen throughout the year due to collaboration among teams during PLC-content planning meetings.

School Processes & Programs Strengths

We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of growing students academically as well as supporting strong character traits. We are devoted to helping every student discover his/her individual strengths and talents through goal setting, celebrating progress and high standards for all. At Central we build on strengths based culture that identifies and utilizes individual strengths to enhance professional capacity in staff and ensure growth for all learners. We utilize a teacher goal setting and feedback processes to focus on growth in instructional practices. Everyone one learns from our youngest student to our most tenured professional. We are all striving to get better and continuously learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 97% of our parents have built trusting relationships with teachers. **Root Cause:** Parents and teachers work together as partners.

Problem Statement 2 (Prioritized): 83% of teachers help each other improve their instructional practice. **Root Cause:** Teachers collaborate with each other to determine essential action steps based on students instructional need.

Problem Statement 3 (Prioritized): Students at Central are not being held accountable for the proper care of their one to one devices. **Root Cause:** Central overall enforcing higher expectations for their devices.

Problem Statement 4 (Prioritized): Students are making growth but are not meeting state/district benchmarks. **Root Cause:** Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.

Problem Statement 5 (Prioritized): 73% of students feel teachers places high expectations on students. **Root Cause:** Teachers hold students accountable.

Problem Statement 6: Less teacher turnover rate has impacted the ability to build capacity in teachers **Root Cause:** Student needs require teachers to build capacity at a faster rate.

Problem Statement 7: 97% of our teachers are racially, ethnically, and culturally diverse. **Root Cause:** Teachers have received PD on racial equity.

Perceptions

Perceptions Summary

At Central Elementary we are a family. We are committed to challenge all students and support academic achievement in a safe environment, empowering them to become successful, lifelong learners and productive citizens. We believe that it takes a village so we are committed to collaboration so that all students can learn at high levels. We believe that all students can learn. Our goal at Central Elementary is to provide rich learning experiences for all students so that they are prepared to thrive in the 21st Century and beyond. Campus practices and policies have demonstrated an expectation of high learning for all.

Perceptions Strengths

Central teachers have a common understanding of the district's motto, mission, and vision.

Motto: High Expectations for ALL

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.

Teachers meet routinely to discuss instructional practices along with planning. Staff uses the dedicated DDI time provided to make sure a reteach piece meets the needs of students. Intervention and extension time is also built into the master schedule so that all students are provided with appropriate differentiation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 97% of our teachers are racially, ethnically, and culturally diverse. **Root Cause:** Teachers have received PD on racial equity.

Problem Statement 2 (Prioritized): Based on historical student achievement data: In May 2019 50% of students reached Approaches as measured by STAAR. **Root Cause:** Based on the number of students that need more than one years growth in reading, instructional practices must be designed based on student behaviors, and focus on independent reading levels to maximize expected growth.

Problem Statement 3: Parents have a lack of resources to provide support for students. **Root Cause:** Families immigrate from other countries and lack education.

Problem Statement 4 (Prioritized): Students at Central are not being held accountable for the proper care of their one to one devices. **Root Cause:** Central overall enforcing higher expectations for their devices.

Problem Statement 5: 97% of our parents have built trusting relationships with teachers. **Root Cause:** Parents and teachers work together as partners.

Problem Statement 6 (Prioritized): 83% of teachers help each other improve their instructional practice. **Root Cause:** Teachers collaborate with each other to determine essential action steps based on students instructional need.

Priority Problem Statements

Problem Statement 1: 349 out of 466 students at Central are English Language Learners and are acquiring the English language within all contents.

Root Cause 1: Strategic teacher moves need to focus on ESL strategies spiraled into instruction.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 4: Students at Central are not being held accountable for the proper care of their one to one devices.

Root Cause 4: Central overall enforcing higher expectations for their devices.

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

Problem Statement 5: Students are making growth but are not meeting state/district benchmarks.

Root Cause 5: Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: Based on historical student achievement data: In May 2019 50% of students reached Approaches as measured by STAAR.

Root Cause 6: Based on the number of students that need more than one years growth in reading, instructional practices must be designed based on student behaviors, and focus on independent reading levels to maximize expected growth.

Problem Statement 6 Areas: Student Learning - Perceptions

Problem Statement 7: 83% of teachers help each other improve their instructional practice.

Root Cause 7: Teachers collaborate with each other to determine essential action steps based on students instructional need.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading.

Root Cause 3: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 8: 73% of students feel teachers places high expectations on students.

Root Cause 8: Teachers hold students accountable.

Problem Statement 8 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Student needs require teachers to build capacity at a quick rate.

Root Cause 2: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 9: The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped.

Root Cause 9: Families are new to the country and or have few resources available.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data





Guiding Objectives

Revised/Approved: May 18, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the year purchase resources for teachers to utilize as a supplement in addition to curriculum.

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
Strategy 1: Determine specific skills in both reading and math to address with students during intervention time or during Central Academy. Strategy's Expected Result/Impact: Student work Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 7 Funding Sources: - 211 Title I - \$2,041	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
Problem Statement 4: Student needs require teachers to build capacity at a quick rate. Root Cause: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.
Student Learning
Problem Statement 7: Student needs require teachers to build capacity at a quick rate. Root Cause: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Set a schedule at the beginning of the year (Aug. 2022) to conduct Data Driven Instruction meetings throughout the year to analyze data and formulate a reteach plan that includes effective instructional practices.

Evaluation Data Sources: Reteach lesson plans and student work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide the format to follow DDI meetings and determine an essential TEK teachers will analyze utilizing student work. Strategy's Expected Result/Impact: DCFA data, MAP data and STAAR data Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 6, 8 - Perceptions 2 Funding Sources: - 211 Title I - \$2,000				
<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 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.
Student Learning
Problem Statement 6: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Problem Statement 8: Based on historical student achievement data: In May 2019 50% of students reached Approaches as measured by STAAR. Root Cause: Based on the number of students that need more than one years growth in reading, instructional practices must be designed based on student behaviors, and focus on independent reading levels to maximize expected growth.
Perceptions
Problem Statement 2: Based on historical student achievement data: In May 2019 50% of students reached Approaches as measured by STAAR. Root Cause: Based on the number of students that need more than one years growth in reading, instructional practices must be designed based on student behaviors, and focus on independent reading levels to maximize expected growth.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Purchase RazKids licenses by Aug. 2022 to utilize as an online reading program to improve reading achievement.

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
Strategy 1: Provide incentivizes students on the growth they have made based on their iStation data. Strategy's Expected Result/Impact: Increase in reading levels Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2, 3 - School Processes & Programs 4, 5 Funding Sources: - 211 Title I - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3 Problem Statements:

Student Learning
Problem Statement 2: Students are making growth but are not meeting state/district benchmarks. Root Cause: Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.
Problem Statement 3: 73% of students feel teachers places high expectations on students. Root Cause: Teachers hold students accountable.
School Processes & Programs
Problem Statement 4: Students are making growth but are not meeting state/district benchmarks. Root Cause: Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.
Problem Statement 5: 73% of students feel teachers places high expectations on students. Root Cause: Teachers hold students accountable.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Central staff will improve Professional Learning Communities (PLC) by May 2023, focusing on collaborating as a grade level to plan content for the upcoming units.

Evaluation Data Sources: DCFA assessment along with MAP data

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with a structured agenda and set norms for when each content team meets to plan Strategy's Expected Result/Impact: Lesson more in tuned to students needs based on specific data points Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Problem Statements: Demographics 4 - Student Learning 3, 7 - School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4 Problem Statements:

Demographics
Problem Statement 4: Student needs require teachers to build capacity at a quick rate. Root Cause: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.
Student Learning
Problem Statement 3: 73% of students feel teachers places high expectations on students. Root Cause: Teachers hold students accountable. Problem Statement 7: Student needs require teachers to build capacity at a quick rate. Root Cause: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.
School Processes & Programs
Problem Statement 5: 73% of students feel teachers places high expectations on students. Root Cause: Teachers hold students accountable.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By Oct. 2022 Central staff will receive training to identifying students in under served populations for the Gifted and Talented program

Evaluation Data Sources: Increase percentage of GT students as a campus

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with specific items to look for in student work. Strategy's Expected Result/Impact: GT percentage as a campus Staff Responsible for Monitoring: Counselor and Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Learning 3 - School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide field trips specifically for GT students to participate. Strategy's Expected Result/Impact: Overall curriculum experience Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 Title I - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>				





Goal 5 Problem Statements:

Student Learning
Problem Statement 3: 73% of students feel teachers places high expectations on students. Root Cause: Teachers hold students accountable.
School Processes & Programs
Problem Statement 5: 73% of students feel teachers places high expectations on students. Root Cause: Teachers hold students accountable.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Central staff will receive PD on how to monitor English Learners based on their TELPAS ratings by Oct. 2022

Evaluation Data Sources: Language Development check points BOY, MOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with specific skills and supplement items to assist in monitoring and providing curriculum pertaining to the TELPAS assessment; speaking, listening, writing and reading Strategy's Expected Result/Impact: Check points at the BOY, MOY and EOY Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Demographics 1, 3 - Student Learning 5, 6 Funding Sources: - 211 Title I - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 6 Problem Statements:

Demographics
Problem Statement 1: 349 out of 466 students at Central are English Language Learners and are acquiring the English language within all contents. Root Cause: Strategic teacher moves need to focus on ESL strategies spiraled into instruction.
Problem Statement 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.
Student Learning
Problem Statement 5: 349 out of 466 students at Central are English Language Learners and are acquiring the English language within all contents. Root Cause: Strategic teacher moves need to focus on ESL strategies spiraled into instruction.
Problem Statement 6: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Central staff will receive Social Emotional PD, building relationships with all students by Aug. 2022.

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
Strategy 1: Set expectations on what to do when teachers see they are struggling with students pertaining to behavior Strategy's Expected Result/Impact: Positive culture with the classrooms and as a campus. Panorama data Staff Responsible for Monitoring: Counselor and Assistant Principal ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Learning 3 - School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 7 Problem Statements:

Student Learning
Problem Statement 3: 73% of students feel teachers places high expectations on students. Root Cause: Teachers hold students accountable.
School Processes & Programs
Problem Statement 5: 73% of students feel teachers places high expectations on students. Root Cause: Teachers hold students accountable.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: By July 2023, one administrator will have the opportunity to attend Teacher's College Professional Development at Columbia University in NYC to learn strategies in reading, writing, and or phonics to support teachers pedagogy and instructional knowledge.





Evaluation Data Sources: Completion of Professional Development

Strategy 1 Details	Reviews			
Strategy 1: TC will provide direct professional learning which in turn can be brought back to campus to provide PD for literacy teachers. Strategy's Expected Result/Impact: Teachers provide a turn around PD for ELAR teachers. Staff Responsible for Monitoring: Principal Funding Sources: - 211 Title I - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 9: By May 2023, 75% of our students will score meets or masters on the MAP assessment.





Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
Strategy 1: A teacher from each grade level, SPED teacher, content coaches and administrative team will attend Texas MAP User Conference-Region 10. Strategy's Expected Result/Impact: MAP Data nd curriculum instruction Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 Title I - \$1,200	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 10: By May 2023, our students will use the Reflex program and 75% will be fluent with addition, subtraction, multiplication and division facts.





Evaluation Data Sources: Data from Reflex

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be train on how to use the Reflex program. Strategy's Expected Result/Impact: Reflex data report Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - Funding Sources: - 211 Title I - \$3,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will practice math facts 20 min. a day. Strategy's Expected Result/Impact: Reflex data report Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 Title I - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 1: Central will receive PD on the various drills the district has designated as well as complete 100% of the required security and safety drills established by the district by the end of the 2022-23 school year.





Evaluation Data Sources: Drill Schedule

Strategy 1 Details	Reviews			
Strategy 1: Assure staff understands the various components on the SRP booklet Strategy's Expected Result/Impact: Panorama data Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Goal 2: Central administration will ensure facilities are at a status of 100% pertaining to safety and up keep.

Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: Assure the campus is set up for success each and everyday for our students, staff and community Strategy's Expected Result/Impact: Campus adequate care to it throughout the year Staff Responsible for Monitoring: Secretary and Principal Problem Statements: Demographics 1 - Student Learning 5	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2 Problem Statements:

Demographics
Problem Statement 1: 349 out of 466 students at Central are English Language Learners and are acquiring the English language within all contents. Root Cause: Strategic teacher moves need to focus on ESL strategies spiraled into instruction.
Student Learning
Problem Statement 5: 349 out of 466 students at Central are English Language Learners and are acquiring the English language within all contents. Root Cause: Strategic teacher moves need to focus on ESL strategies spiraled into instruction.

Guiding Objective 3: Optimize Community Engagement

Goal 1: 93% of Central students are economically disadvantaged; students will be partnered with mentors by Oct. 2022.

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
Strategy 1: Reach out to community partners to see if they can provide people from their organization or company to give up an hour once a week to mentor our students (play games, read books or have lunch with students). Strategy's Expected Result/Impact: Panorama data along with discipline referrals Staff Responsible for Monitoring: CIS coordinator and counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5 Funding Sources: - 211 Title I - \$500	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
Problem Statement 5: The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped. Root Cause: Families are new to the country and or have few resources available.

Guiding Objective 3: Optimize Community Engagement

Goal 2: Central will partner with Perry's AVID program to collaborate the various strategies being taught to middle school students by Oct. 2022.

Evaluation Data Sources: Panorama, DCFA data, MAP data and STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish a strong relationship with the AVID coordinator and check in as much as possible to see how we can begin to foster specific skills that pertain to organization and culture. Strategy's Expected Result/Impact: Panorama data, DCFA data, MAP data and STAAAR data Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3, 4 - Student Learning 6, 7				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 2 Problem Statements:

Demographics
Problem Statement 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.
Problem Statement 4: Student needs require teachers to build capacity at a quick rate. Root Cause: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.
Student Learning
Problem Statement 6: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.
Problem Statement 7: Student needs require teachers to build capacity at a quick rate. Root Cause: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

Guiding Objective 3: Optimize Community Engagement

Goal 3: Central will conduct parents events by Feb. 2023, where a make and take activities will be provided that are relevant for skills within each grade level.

Evaluation Data Sources: Parent survey

Strategy 1 Details	Reviews			
Strategy 1: Provide learning to parents based on specific standards that will assist in practicing at home. Strategy's Expected Result/Impact: DCFA data, Reading Levels and MAP data Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 6 Funding Sources: - 211 Title I - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide parents with materials and what they can do with their students at home to support essential skills needed. Strategy's Expected Result/Impact: Data Staff Responsible for Monitoring: Principal Funding Sources: - 211 Title I - \$3,500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Demographics
Problem Statement 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.
Student Learning
Problem Statement 6: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.

Guiding Objective 3: Optimize Community Engagement

Goal 4: Central will conduct parent events to engage parents on how to support their students academic success; supporting students with goals they set for themselves by Dec. 2022.

Evaluation Data Sources: Panorama data, DCFA data, MAP data and STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher will provide a direct approach as to how to motivate and encourage their students throughout the year pertaining to academics. Strategy's Expected Result/Impact: DCFA data, MAP data and STAAR data Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 6				
<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 4 Problem Statements:

Demographics
Problem Statement 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.
Student Learning
Problem Statement 6: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.

Guiding Objective 3: Optimize Community Engagement

Goal 5: Central will provide monthly parent meetings with the principal pertaining to relevant information about the campus by May 2023.

Evaluation Data Sources: Upbeat data

Strategy 1 Details	Reviews			
Strategy 1: Provide relevant topics each month for parents Strategy's Expected Result/Impact: PTA membership Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5	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 5 Problem Statements:

Demographics
Problem Statement 5: The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped. Root Cause: Families are new to the country and or have few resources available.

Guiding Objective 3: Optimize Community Engagement

Goal 6: With 93% of Central students being economically disadvantaged, Central will conduct parent events to engage parents with AVID presentations that share the focus and goals we have for the students by April 2023.

Evaluation Data Sources: DCFA data, MAP data and STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide a fall and spring AVID event so parents can have a better understanding of what AVID provides to our campus. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 6 Funding Sources: - 211 Title I - \$2,000				
<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 6 Problem Statements:

Demographics
Problem Statement 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.
Student Learning
Problem Statement 6: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.

Guiding Objective 3: Optimize Community Engagement

Goal 7: By Sept 2022, Central will increase parent involvement in our campus PTA by sharing with families the importance of our PTA.

Evaluation Data Sources: PTA membership

Strategy 1 Details	Reviews			
Strategy 1: Set up at least 2 events throughout the year to fund-raise money for the EOY senior scholarship Strategy's Expected Result/Impact: PTA membership Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 7 Problem Statements:

Demographics
Problem Statement 5: The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped. Root Cause: Families are new to the country and or have few resources available.

Guiding Objective 3: Optimize Community Engagement

Goal 8: By May 2023 we will have 75% of our students reenrolled our students for the following school year.

Evaluation Data Sources: Report indicating percentage enrolled


Strategy 1 Details	Reviews			
Strategy 1: We will have staff provide support with enrolling their students during after school hours. Strategy's Expected Result/Impact: Enrollment percentage Staff Responsible for Monitoring: Principal Funding Sources: - 211 Title I - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will provide various moveable stations with devices for parents to use to enroll and upload documents for their students. Strategy's Expected Result/Impact: Enrollment percentage Staff Responsible for Monitoring: Principal Funding Sources: - 211 Title I - \$2,200	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


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


Goal 1: Central will conduct student forums Nov. 2022 and Mar. 2023 by asking students specific questions pertaining to Panorama data to improve our school culture.


Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 5: The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped. Root Cause: Families are new to the country and or have few resources available.

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

Goal 2: Central will celebrate student growth every 6 weeks based on instructional technology platforms; iStation and Dream Box, in an effort to motivate 90% of Central students who are English Learners.

Evaluation Data Sources: iStation and Dream Box monthly report data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate students monthly by posting their picture in the main hallway along with what they did well, as well as provide students with an incentive. Strategy's Expected Result/Impact: DCFA data, MAP data and STAAR data Staff Responsible for Monitoring: Assistant Principal and Principal Problem Statements: Demographics 3, 5 - Student Learning 6 Funding Sources: - 211 Title I - \$1,500				
<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 2 Problem Statements:

Demographics
Problem Statement 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Problem Statement 5: The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped. Root Cause: Families are new to the country and or have few resources available.
Student Learning
Problem Statement 6: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.

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

Goal 3: By Sept. 2022 Central will provide staff with Sanford Harmony PD to refresh the expectations and implementation guidelines, so teachers have a resources to utilize that will focus on the social emotional aspect of students.

Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher will conduct morning meetings daily utilizing a topic from Sanford Harmony to build relationships with students and set the classroom culture. Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Counselor and Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5				
<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 3 Problem Statements:

Demographics
Problem Statement 5: The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped. Root Cause: Families are new to the country and or have few resources available.

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

Goal 4: By Aug. 2022 Central staff will receive PD on restorative practices to assist with building and maintaining positive teacher and student relationships.

Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with PD on restorative practices to utilize in their classroom setting. Strategy's Expected Result/Impact: Panorama data and Upbeat data Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, 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>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of year (May 2023) the principal will have met monthly with secretary to ensure effective allocation of campus funds - local, Title, Teacher Activity, and Student Activity.





Evaluation Data Sources: TEAMS reports

Strategy 1 Details	Reviews			
Strategy 1: Set a schedule for both the secretary and the principal to meet for the school year Strategy's Expected Result/Impact: Title and campus fund Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	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>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By Nov. 2022 Central will refine attendance processes and procedures to accurately account for student attendance and sub-population

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Put in a system to assist parents in understanding the importance of being on time to school. Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Clerk and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2 - School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide incentivizes students who have perfect attendance (including no tardies) by doing a raffle for a bike each 9 weeks Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Clerk and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2 - School Processes & Programs 4 Funding Sources: - 211 Title I - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				





Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Students are making growth but are not meeting state/district benchmarks. Root Cause: Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.
School Processes & Programs
Problem Statement 4: Students are making growth but are not meeting state/district benchmarks. Root Cause: Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.

Guiding Objective 5: Optimize All Available Resources

Goal 3: By May 2023, the student attendance rate will increase to at least 96%.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: When making the calls explaining to parents the process they are to take when their student is out of school Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Clerk and Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2 - School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct follow-up phone calls daily of absent students in order to increase student attendance as well as assure students receive continuous instruction. Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Clerk and Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 3, 5 - Student Learning 6	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Demographics
Problem Statement 3: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.
Problem Statement 5: The makeup of our campus is as follows: 90% of our students are economically disadvantaged, 3% are homeless, 75% are Emergent Bilingual students and 15% are Sped. Root Cause: Families are new to the country and or have few resources available.

Student Learning

Problem Statement 2: Students are making growth but are not meeting state/district benchmarks. **Root Cause:** Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.

Problem Statement 6: Economically disadvantaged and LEP students need to achieve more than one and half year's growth annually in reading. **Root Cause:** Students with diverse language backgrounds and experiences take longer to develop strong literacy skills.





School Processes & Programs

Problem Statement 4: Students are making growth but are not meeting state/district benchmarks. **Root Cause:** Students have academic gaps in their learning because of disconnections behavior classrooms and assessments, student absences and misconception in foundational skills.

Guiding Objective 5: Optimize All Available Resources

Goal 4: By May 2023, at least 90% of 2022-2023 teaching staff will return to Central for the 2023-2024 school year.

Evaluation Data Sources: Staff turn over

Strategy 1 Details	Reviews			
Strategy 1: Maintain a teacher mentor program by checking in with new staff three times throughout the year to retain quality teachers and staff. Strategy's Expected Result/Impact: Upbeat survey Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 4 - Student Learning 7	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Set a schedule to check in with new staff to provide dates to them from the beginning of the year Strategy's Expected Result/Impact: Upbeat survey Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 4 - Student Learning 7	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4 Problem Statements:

Demographics
Problem Statement 4: Student needs require teachers to build capacity at a quick rate. Root Cause: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.
Student Learning
Problem Statement 7: Student needs require teachers to build capacity at a quick rate. Root Cause: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

Guiding Objective 5: Optimize All Available Resources

Goal 5: By May 2023, 70% will reflect on our Domain 1 Student Achieve.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Content coaches will support teachers with curriculum by providing unit studies, PD on curriculum and data analysis. Strategy's Expected Result/Impact: All district data points along with STAAR data Staff Responsible for Monitoring: Principal Funding Sources: - 211 Title I - \$111,909	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>				

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	2	1	Provide the format to follow DDI meetings and determine an essential TEK teachers will analyze utilizing student work.

Plan Notes

HB3 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	36		36	*					*	36	30
2018 STAAR	44	33		35	*				*	*	34	29
2019 STAAR	43	30		29			*			63	30	27
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	15		14	*					20	15	17
2022 STAAR	39	21		20	*		*			35	21	21
2023 STAAR	42	27		26	*		*			51	27	26
2024 STAAR	46	33		32	*		*			66	33	30

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	46		45						*	46	39
2018 STAAR	46	39		39	*					*	39	33
2019 STAAR	48	38		37			*			63	35	31
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	20		19						20	22	22
2022 STAAR	34	27		26	*		*			35	27	26
2023 STAAR	42	34		33	*		*			51	33	30
2024 STAAR	51	41		40	*		*			66	38	34

Campus Improvement Committee

Committee Role	Name	Position
Counselor	Ash Sheikh	Counselor
Classroom Teacher	Cassidy Hall	4th grade classroom teacher
Classroom Teacher	Maggie Conner	2nd grade classroom teacher
Classroom Teacher	Leslie Santibanez	3rd grade classroom teacher
Classroom Teacher	Sabrina DeLeon	Kinder classroom teacher
Dyslexia Interventionist	Mariela Arrieta	Dyslexia Interventionist
Classroom Teacher	Melissa Faz	Sped. Bil. Fundamentals
Classroom Teacher	Stephanie Vodopivec	1st grade classroom teacher
Administrator	Luz Soto-Dimas	Principal
Administrator	Sarah Sanchez	Assistant Principal
Classroom Teacher	Erika Ortiz	PK classroom teacher
Classroom Teacher	Eimy Bermudez	5th grade classroom teacher
Classroom Teacher	Kaitlin Troutman	Music classroom teacher
Community Representative	Betty Davis	Baptist Church
Parent	Rosy Ramos	1st grade parent
Parent	Gloria Rodriguez	4th grade parent
Parent	Blancgill Ruiz	4th grade parent
Community Representative	Jerry Miller	Carrollton Masonic Lodge

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,041.00
1	2	1			\$2,000.00
1	3	1			\$3,000.00
1	5	2			\$1,000.00
1	6	1			\$1,500.00
1	8	1			\$5,000.00
1	9	1			\$1,200.00
1	10	1			\$3,500.00
1	10	2			\$4,000.00
3	1	1			\$500.00
3	3	1			\$1,500.00
3	3	2			\$3,500.00
3	6	1			\$2,000.00
3	8	1			\$1,500.00
3	8	2			\$2,200.00
4	2	1			\$1,500.00
5	2	2			\$2,000.00
5	5	1			\$111,909.00
Sub-Total					\$149,850.00
Budgeted Fund Source Amount					\$149,850.00
+/- Difference					\$0.00
Grand Total Budgeted					\$149,850.00
Grand Total Spent					\$149,850.00
+/- Difference					\$0.00