La Porte Independent School District

College Park Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Through forming a partnership with parents and community, College Park Elementary's mission is to create a nurturing environment that will promote high expectations while celebrating the diversity of each individual student.

Vision

The vision of College Park Elementary is to enhance the education of each student to meet their greatest potential.

A La Porte ISD graduate is:

Bulldog Proud...

Possesses confidence about the future
Values the total educational experience - academic, extra-curricular, and social
Stays connected to the LPISD family
Commits to lifelong support of LPISD programs

Prepared…

Possesses academic and technological proficiencies
Transitions to college and/or career equipped with the skills, goals, and plans for success
Values honesty and integrity
Demonstrates effective communication and collaboration skills

A *Citizen…*

Participates in the democratic process
Exhibits environmental responsibility
Respects cultural diversity
Recognizes and responds to community needs

An *Explorer…*

Thinks critically
Embraces productive membership in the global community
Values lifelong learning
Welcomes challenge and innovation

A *Producer…*

Recognizes the importance of systems thinking
Utilizes data and analysis to pragmatically solve problems
Exhibits courage to take risks and make tough decisions
Balances achievement and growth in both personal professional life

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Comprehensive Needs Assessment

Demographics

Demographics Summary

College Park Elementary is 52 years old and is located in the city of Deer Park. Although we are a La Porte ISD school, we do have a large amount of students who reside in the city of Deer Park. Due to the aging community where our school is located, our enrollment is decreasing and our economically disadvantaged population is increasing. College Park Elementary is one of seven elementary campuses in La Porte Independent School District. College Park opened its doors in 1969 and was remodeled in 2015. As of October 2022, our enrollment was 441 students. According to the Free and Reduced applications, we have decreased in our percentage of students identified as Economically Disadvantaged, now encompassing 71.1%% of the overall population. We feel that the decrease is due to an inaccurate reflection of our school population as families may not be completing the Free and Reduced Meal Application due to the provision made by the USDA to serve free meals to all students regardless of eligibility. All other student groups have remained relatively the same with a slight increase in the Hispanic population offset by a decrease in the population of Anglo students. The student population is made up of 10.3% African American, 52.9% Hispanic, 29.2% White/Non-Hispanic, 2.5% Asian/Pacific Islander, 0.5% American Indian/Alaskan Native. According to the 2020-2021 Texas Academic Performance Report (TAPR), our overall attendance was 98.8% which was higher than the district rate of 98.1% and the state rate of 98.3%. The overall mobility rate for the campus is approximately 15.3% according to the 2020-2021 TAPR. We serve 32 Emergent Bilingual students, 17 Gifted and Talented students and 66 Special Education students.

Our staff at College Park includes 31 teachers, 18 instructional aides, 1 counselor, 2 administrators and 2 administrative professionals who are highly qualified in their positions. Our turnover rate has been very low. This year we have added 1 Pre-K bilingual classroom and 1 Early Childhood Special Education, Kindergarten classroom to our staff and have a total of 6 new teachers joining our staff for the 2022-2023 school year.

Our School Wide Title I program consists of parent involvement activities including the Annual Parent Meeting, Parent Compact, Parent Conferences, Parent Informational Meetings, and parental involvement opportunities. Our Compensatory Program provides us with a computer lab for interventions. Support for Emergent Bilingual students, provided by Title III funds, consists of support materials, tutorials, and professional development. Tutorials to accelerate instruction will be provided. We have three full time interventionists as well as several certified tutors who service our students in need of acceleration. We continue to strive to reach and meet the needs of all of our students and build relationships. Our teachers will receive ongoing training regarding best practices.

Demographic Needs-

- Our attendance rate for the 2021 - 2022 school year was 98.8%. This rate shows a need to continue with incentives and consistent monitoring. Increased student attendance will provide opportunities for academic gains and greater educational opportunities.
- Increase percentage of students identified as GT (3.9%) is below the state average (6%).

Demographics Strengths

College Park has several strengths-

- Students and staff are exposed to diverse backgrounds based on College Park's demographic make up.
- Increased communication with bilingual parents by maintaining a bilingual assistant principal.
- The staff has a low turnover rate which allows for consistent implementation of the district's curriculum.
- 80% of our teachers are ESL certified, providing our Emergent Bilingual students with instructional supports.

Student Learning

Student Learning Summary

College Park received a "A" in the Texas Education Agency's 2022 accountability ratings with four distinctions in Post-secondary Readiness, Academic Growth, Mathematics, and Closing the Gaps. The overall rating is based on student achievement, school progress and closing (academic success) gaps among various racial, ethnic and socioeconomic groups.

TEA did assigned a rating of an A , 92 out of 100, scores in student achievement and school progress based on 2021-2022 data. Based on STAAR Performance, College Park Elementary had a student achievement of 90. In addition, based on Relative Performance, College Park Elementary had a school progress score of 91. When looking at the 2022 Closing the Gaps Reports, College Park's All student group, African American, Hispanic, Emergent Bilingual, Special Education, Continuously Enrolled, and Economically Disadvantaged student groups, met the targets in all areas. However, our white student and non-continuously enrolled group did not the target in Academic Achievement Status, in ELA/Reading or Math, falling about 1 percentage points below the target.

The following table shows CPE's STAAR Data from 2018 – 2022, all performance levels, all grades tested.

	2019			**2020**	**2021**			**2022**		
	Approaches	**Meets**	**Masters**		**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
All Subjects	87%	52%	26%	**No Test Given**	82%	50%	20%	85%	42%	26.4%
Math (3rd – 5th)	89%	58%	29%		84%	51%	23%	92.7%	58.6%	35.5%
Reading (3rd - 5th)	85%	51%	29%		83%	52%	23%	91.2%	68.2%	35.2%
Science (5th)	80%	49%	26%		85%	46%	8%	70.7%	29.3%	8.6%
Writing (4th)	69%	40%	6%		71%	43%	10%	NA	NA	NA

The following table shows CPE's 2022 Math STAAR Data, by grade, by performance level.

	Approaches	**Meets**	**Masters**
	Grade Level Performance	**Grade Level Performance**	**Grade Level Performance**
3rd Grade Math	94.5%	78.2%	54.5%
4th Grade Math	90.7%	51.2%	34.9%
5th Grade Math	93.1%	46.6%	17.2%

The following table shows a comparison of CPE's 2017 - 2022 Math STAAR Data, at approaches grade level or above.

	2017	2018	2019	2020	2021	2022
3rd Grade Math	93%	89%	91%	No Test Given	85%	94.5%
4th Grade Math	74%	85%	76%		65%	90.7%
5th Grade Math	98%	92%	94%		94%	93.1%

An analysis of scores for each student group at each grade level in Math revealed the following:

- Math scores had a significant increase in 3rd grade. Possible cause for the increase in 3rd grade could be that students are coming to 3rd grade with stronger foundational math skills. Possible cause for the increase from 2021 to 2022 could be the increased focus on fast facts, math interventionist, and math based interventions.
- With the support of our math interventionist and the addition of district math coaches there was a significant increase in the 4th grade math scores as well. We will continue to take advantage of such support.
- Data shows that 5th grade math has remained consistent from 2019 to 2022. Results could have been caused by intense intervention provided by our 5th grade math teacher and interventionist focus for the 2021-2022 school year. This performance has led us to continue with our additional interventionist that focuses solely on math instruction for the campus.
- All sub populations met targets.

The following table shows CPE's 2022 Reading STAAR Data, by grade, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Grade Reading	94.5%	78.2%	47.3%
4th Grade Reading	86%	62.8%	25.6%
5th Grade Reading	93.1%	63.8%	32.8%

The following table shows a comparison of CPE's 2017 - 2022 Reading STAAR Data, at approaches grade level or above.

	2017	2018	2019	2020	2021	2022
3rd Grade Reading	81%	93%	91%	No Test Given	87%	94.5%
4th Grade Reading	80%	75%	91%		76%	86%
5th Grade Reading	88%	88%	92%		82%	93.1%

An analysis of scores for each student group at each grade level in Reading revealed the following:

- Prior to the COVID 19 pandemic, College Park Elementary had shown growth in reading scores at all grade levels and at all Performance Levels. A focus was placed on reading intervention during 2018-2019.
  There was a decrease in Reading Scores at all grade levels and at all performance levels in the 2021 school year. Possible cause could be the knowledge

gaps that developed due to the COVID 19 pandemic. However, with focused intervention and accelerated instruction students performance increased for the 2022 school year.

- For the 2021 school year our white student group fell significantly below their target in Academic Achievement Status in ELA/Reading, scoring at 45% versus the target of 60%; however, for the 2022 school year we met the target with 63%.
- All sub populations met targets.

The following table shows CPE's 2022 5th Grade Science STAAR Data, by performance level.

	Approaches **Grade Level Performance**	**Meets** **Grade Level Performance**	**Masters** **Grade Level Performance**
5th Grade Science	70.7%%	29.3%%	8.6%%

The following table shows a comparison of CPE's 2017 - 2021 Science STAAR Data, at approaches grade level or above.

	2017	**2018**	**2019**	**2020**	**2021**	**2022**
5th Grade Science	73%	83%	79%	No Test Given	84%	70.7%

An analysis of scores for each student group in 5th Grade Science revealed the following:

- College Park Elementary showed a decrease in science scores from 2019 to 2022, due to interruptions in instruction caused by the COVID 19 pandemic.
- Focus will be placed on science instruction at the lower grades.
- STEM integration district wide will increase exposure to vocabulary tested in 5th grade science.
- 5th grade science teacher will also work with 4th grade students in science prior to attending her class.
- Science tutorials will be offered to 4th and 5th grade students.

Federal Accountability based on preliminary data for the 2022 STAAR

	All	**African American**	**Hispanic**	**White**	**EcoDis**	**EB**	**Special Ed**	**Continuously Enrolled**	**Non-Continuously Enrolled**
Reading Target	44%	32%	37%	60%	33%	29%	19%	46%	42%
% at Meets/ Masters	69%	62%	71%	63%	68%	71%	38%	NA%	NA%
Math Target	46%	31%	40%	59%	36%	40%	23%	47%	45%
% at Meets/ Masters	59%	48%	60%	61%	56%	57%	33%	NA%	NA%
Student Success Status Target	47	36	41	58	38	37	23	48	45
% at Meets/ Masters	60%	52%	61%	57%	59%	64%	39%	NA%	NA%

The following tables shows CPE's 2021 - 2022 EOY BAS (Reading Level) data for Kindergarten through 2nd grade.

	Kindergarten			1st Grade			2nd Grade		
	Below Level	On Level	Above Level	Below Level	On Level	Above Level	Below Level	On Level	Above Level
All Students	49.09%	27.27%	23.64%	34.72%	16.67%	48.61%	31.2%	18.18%	50%

Analysis of BAS scores for all students reveal the following:

- There is a significant increase in the percentage of students below Meet Expectations when comparing Kindergarten data to 1st and 2nd grade data. Possible causes could be the establishment of a solid foundation established in Kindergarten and the increase in rigor/comprehension from kindergarten to 1st and 2nd grade.
- According to the data 43% of kindergarten students are reading below level, 48% of students from first are reading below level, and 70% of students who were in 2nd were reading below level. This means that about half of our new 1st and 2nd grade students are expected to enter this school year at below the appropriate reading level. This also means that we can expect 70% of third grade students to need immediate reading intervention to improve their reading level and have success on the reading STAAR.

The following tables shows a comparison CPE's 2021-2022 MAP data from Winter to Spring for each grade level (2nd – 5th, Reading and Math, 1st, Math Only)

2021-2022 Winter MAP Math 1st Grade	2021-2022 Spring MAP Math 1st Grade
Percentile	Percentile
49.43%ile	53.72%ile

2021-2022 Winter MAP Reading 2nd Grade	2021-2022 Spring MAP Reading 2nd Grade		2021-2022 Winter MAP Math 2nd Grade	2021-2022 Spring MAP Math 2nd Grade
Percentile	Percentile		Percentile	Percentile
62.33%ile	63.30%ile		57.89%ile	64.36%ile

2021-2022 Winter MAP Reading 3rd Grade	2021-2022 Spring MAP Reading 3rd Grade		2021-2022 Winter MAP Math 3rd Grade	2021-2022 Spring MAP Math 3rd Grade
Percentile	Percentile		Percentile	Percentile
60.81%ile	66.34%ile		66.12%ile	71.07%ile

2021-2022 Winter MAP Reading 4th Grade	2021-2022 Spring MAP Reading 4th Grade		2021-2022 Winter MAP Math 4th Grade	2021-2022 Spring MAP Math 4th Grade
Percentile	Percentile		Percentile	Percentile
58.29%ile	58.93%ile		59.33%ile	58.82%ile

2021-2022 Winter MAP Reading 5th Grade	2021-2022 Spring MAP Reading 5th Grade		2021-2022 Winter MAP Math 5th Grade	2021-2022 Spring MAP Math 5th Grade
Percentile	Percentile		Percentile	Percentile
50.36%ile	54.32%ile		52.52%ile	52.80%ile

An analysis of the comparison of 2021 – 2022 Winter to Spring MAP data for 1st Grade (math only) and 2nd to 5th Grade (Reading and Math) reveals the following:

- The average percentile for all MAP data falls close to the 50th percentile mark in reading and math for all grade levels.
- All data remains relatively stable from Winter to Spring with the exception of 2nd grade Math and 3rd grade Math & Reading which all showed a significant increase from Winter to Spring (greater than 5 percentile points).
- For 4th grade there was about a 1% decrease from the Winter to the Spring which is concerning as it is a regression.

The following table CPE's 2021-2022 Wave 3 data for Circle Progress Monitoring (Prekindergarten):

Measure	2021-2022		2020-2021	
	On Track	Needs Support	On Track	Needs Support
Rapid Vocabulary	73%	27%	68%	
Phonological Awareness	86%	14%	76%	
Math	86%	14%	87%	
Letter-Sound Correspondence	95%	5%	90%	
Storry Retell & Comprehension	95%	5%	86%	
Book & Print Knowledge	89%	11%	86%	
Social Emotional Behaviors	100%	0%	87%	

An analysis of the 2022 Wave 3 Circle Progress Monitoring (Prekindergarten) reveals the following:

Our students have a strength (above 85%) in Math, Letter-Sound Correspondence, Story Retell and Comprehension, Book and Print Knowledge, Social

Emotional Behaviors, Early Writing Skills, Speech Production and Sentence Skills, and Motivation to Read.

- Rapid Vocabulary continues to be an area of concern at 73%. There was growth but will remain a focus and an implementation of greater visuals in all areas will support growth.

The following table shows CPE's 2021-2022 Wave 3 data for the Texas Kindergarten Entry Assessment:

Measure	2021-2022 On-Track	2021-2022 Monitor	2020-2021 On-Track	2020-2021 Monitor
Vocabulary	69%	3%	66%	
Letter Names	73%	7%	100%	
Spelling	71%	5%	83%	
Listening Comprehension	64%	3%	91%	
Decoding	53%	3%	50%	
Letter Sounds	44%	24%	71%	
Blending	41%	5%	61%	

Measure	2021-2022 On-Track	2021-2022 Monitor	2020-2021 On-Track	2020-2021 Monitor
Math	58%	5%	60%	
Science	93%	7%	97%	

An analysis of the 2022 Wave 3 Texas Kindergarten Entry Assessment reveals the following:

- Our students have a strength (above 85%) in Science.
- Math, Letter Sounds, Blending and Decoding are areas of concern at under 60% of students on track.
- There has been in increase in areas of concern restructuring of administration will occur for the 2022-2023 school year.

The following table CPE's 2021-2022 Wave 3 data for TPRI (1ˢᵗ Grade)

Measure	2021-2022		2020-2021	
	Developed	Still Developing	Developed	Still Developing
Word Reading	59%	41%	84%	-

	2021-2022		**2020-2021**	
Blending Word Parts	94%	6%	91%	-
Blending Phonemes	87%	13%	100%	-
Deleting Initial Sounds	91%	9%	40%	-
Deleting Final Sounds	76%	24%	44%	-
Initial Consonant Sub.	100%	0%	100%	-

	2021-2022		**2020-2021**	
Final Consonant Sub.	100%	0%	82%	-
Middle Vowel Sub.	100%	0%	90%	-
Initial Blending Sub.	88%	12%	78%	-
Blends in Final Position	81%	19%	57%	-
Word Reading 1	83%	17%	95%	-

	2021-2022		**2020-2021**	
Word Reading 2	76%	24%	95%	-
Word Reading 3	80%	20%	86%	-
Word Reading 4	83%	17%	86%	-
Fluency – Bananas	52%	48%	60%	-
Reading Comprehension – Bananas	85%	15%	-	-

	2021-2022		**2020-2021**	
Accuracy Level – Bananas	80%	20%	95%	-
Fluency – The School Fair	48%	53%	50%	-
Reading Comprehension – The School Fair	58%	43%	71%	-
Accuracy Level – The Schol Fair	73%	27%	85%	-

An analysis of the 2022 Wave 3 data for TPRI (1st Grade) reveals the following:

- Our students have a strength (above 85% developed) in Blending Word Parts, Blending Phonemes, Initial Consonant and Middle Vowel Substitution, Word Reading 1-4 and Accuracy (Bananas and The School Fair)
- Word Reading and Fluency (Bananas and The School Fair) are areas of concern at 60% or under developed.
- Growth occurred in the areas of concern for the 2021 Wave 3: Deleting Sounds (Initial and Final) and Blends in Final Position.

The following table CPE's 2021-2022 Wave 3 data for TPRI (2nd Grade)

	Developed	Still Developing
Fluency-Firefighter	58%	42%
Read Comp –Firefighter	87%	13%
Accu Level – Firefighter	86%	14%
Fluency – Sharks	56%	44%
Accu Level	86%	14%

Although this data is being used as a baseline for future comparison, an initial analysis of the 2022 Wave 3 data for TPRI (2nd Grade) reveals the following:

- Approximately half of our 2nd grade students have developed fluency and over 80% have developed reading comprehension. Students are able to understand the text but have difficulty reading it fluently aloud. Read alouds will be implemented as a non negotiable to increase modeling of reading throughout the campus.

Texas English Language Proficiency Assessment System (TELPAS) Summary Report 2022

Composite Rating (Listening, Speaking, Reading, Writing)

2022 TELPAS	# of EB students	BEG	INT	ADV	ADV H
K	6	0%	83.33%	16.67%	0%
1st	7	0%	42.86%	42.86%	14.29%
2nd	3	0%	33%	67%	0%
3rd	9	0%	22%	67%	11%
4th	2	0%	50%	0%	50%
5th	5	0%	20%	60%	20%

An analysis of the TELPAS Composite scores reveals the following:

- Emergent Bilingual students are all at the intermediate level or higher.
- Students composite score on average was Advanced.
- 50% of the third grade students scored advanced.
- Further analysis determined that the speaking domain needs greater development and instructional support in order for students to attain reclassification.

Student Learning Needs

- Increase science instruction in all grade levels.
- According to BAS data, there is an increase in the percentage of students below level when comparing Kindergarten data to 1st and 2nd grade data.
- According to the CLI Engage Assessment, vocabulary development is an area of concern for PK, decoding for kindergarten, while deleting initial sounds is an area of concern for 1st grade, and reading fluency for 2nd grade.
- Continue to address learning gaps that exist as a result of the interruptions in learning and instruction due to the COVID 19 pandemic.
- TELPAS analysis has identified further speaking practice as a need in all content areas and classrooms.

Student Learning Strengths

College Park has several areas of strengths for the 2021-2022 school year:

- A robust MTSS process provides students with appropriate accommodations for success on local and state assessments. This process ensures that students are identified and provided with opportunities for special education, 504, and MTSS intervention support.
- Tutors are effectively utilized to strengthen primary literacy as evidenced by BAS data. Small group instruction is provided to support reading accuracy, fluency and comprehension.
- Students' STAAR scores in math and reading at all levels have shown some growth due to the extensive intervention and increase in curriculum support.

School Processes & Programs

School Processes & Programs Summary

College Park has an administrative team composed of the principal, assistant principal, and counselor. Prekindergarten through 3rd grade levels are self-contained while 4th and 5th are departmentalized. Grade levels have a common period time every day for planning and discussion of student data. Cougar Convos once a month serves as an avenue to support communication with colleagues and administration and give opportunities to discuss student data as the campus moves forward in supporting student success. In addition, it is an opportunity to discuss curriculum and instructional strategies that need to be supported and evaluated. The RTI/MTSS process is used for collaboration with administration and colleagues to support the needs of struggling students. Grade level chairs collaborate weekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to AWARE data and reports and TEKS Resource System curriculum.

The campus has programs to support students with special needs. The programs include Early Childhood Special Education (ECSE), as well as providing resource and inclusion support. The campus has three full time interventionists who support teachers as well as work with small groups of students to provide acceleration. One interventionist focuses on the dyslexic students and primary students struggling in reading. The second interventionist works with grades 3-5 and supports reading and writing. While our third interventionist, a result of the ESSR funds, provides resources and support in math for K-5th grade students and teachers. All interventionists work with teachers by providing data, strategies, and coaching to improve instruction in the classroom.

Teachers in math and reading use TEKS Resource System and district calendars to support instruction as well as utilizing the valuable district math coach and ELAR coach. Teachers are aware of campus needs and are included in all STAAR trainings to support the readiness and supporting standards across grade levels. With the use of Cougar Convos throughout the year teachers have the opportunity to look at their student data and adjust instruction to support their students' needs.

Identified School Processes and Program Needs:

- Continued guidance and professional development in effective use of the HMH Adoption, specifically for 2nd-4th grade teachers.
- Guidance and professional development for integrating writing into all subject areas in preparation for the integration of writing in STAAR 2.0.
- Continued focus on the improvement of Tier 1 instruction, specifically, the delivery of instruction related to the identified priority standard.
- Vertical alignment in ELA and math, focused on content, strategies, and academic vocabulary.
- Plans for successful implementation of Summit K12 for Emergent Bilinguals (EB's).
- Consistent use of technology applications to support student centered learning.
- Consistent use of rigorous instructional materials that are aligned to the TEKS and support student centered learning.

School Processes & Programs Strengths

- Tutoring- before, during, and/or after school
- MTSS/RTI process
- Cougar Convos
- Literacy Library

- At least 3 IPads per classroom
- 2 computer labs with at least 20 computers readily available for students to use for projects, testing, and instruction
- 1:1 laptops in the 3rd-5th classrooms for students

Perceptions

Perceptions Summary

College Park has a very diverse population from an aging community. A large number of students live in leased or rental property which contributes to high mobility. The mobility rate is at 15.3%. The economically disadvantaged population continues to decrease which is currently at 67.1%. The staff is dedicated to building relationships and nurturing students with a variety of needs. With use of Restorative Discipline Practices there was a drop in discipline compared to the previous year.

College Park places a priority on developing relationships with students as well as their families. We know communication is a key way to engage parents and the community. We send monthly newsletters and calendars home. We also keep our parents informed by utilizing School Messenger, updating website, marquee, Twitter, and sending reminder notes. Parent involvement activities include, Cougar Camp, Parent Information Night, Burgers with Bros, Bingo with Grandparents, Family Literacy Night, Family STEM Night, Game Night, Supper with Santa, Kindergarten Roundup and Cougars of the Month. The music teacher organizes a grade level program for each grade level which parents enjoy attending. Our GT students sponsored several community projects throughout the year which included collecting money for "Pennies for Patients" and food drives that provided several College Park families Thanksgiving Dinner and food was also donated to The Bridge. A Career Day was also organized which brought in many from our community to share their talents with the students. All parent and community events are well attended.

Perception Needs:

Increase PTA membership

Perceptions Strengths

Perceptions Strengths:

Parents and community enjoy attending the many evening events that College Park hosts.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

Student Data: Student Groups

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 1: Strengthen the core curriculum and instruction to ensure growth and successful learning is taking place for all students.

    Evaluation Data Sources: STAAR, BAS, EDC, MAP, TELPAS, KEA, Circle PM

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize small group instruction to ensure differentiation is occurring for our white student population, Emergent Bilingual students, Special Education students, and Economically Disadvantaged students in order to continue meeting targets.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve instruction by differentiating instruction to meet the different levels in a classroom. We will use walkthroughs and power walks to document observations and discuss data during Cougar Convos. *The goal is to raise performance specifically in the following sub-populations and state assessments: White (all assessments) - 90% Approaches, 60% Meets, 30% Masters Non-Continuous - Meets increase to 50% in mathematics Science STAAR test performance increase to 80% approaches. LA Reading STAAR 82% growth rate with intervention for high achieving. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 2 Details		Reviews			
Strategy 2: Provide students acceleration with access to the library to check out reading materials, interventions and teacher/para tutoring before, during, after school and during summer hours. Provide snacks for STAAR testing, tutoring days, Primary Academy and student oriented activities. Provide transportation, if needed, for after school tutoring. Payroll insurance/workman's comp. etc...		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student achievement for struggling students as well as students needing to raise performance level. **Staff Responsible for Monitoring:** Teachers, Paraprofessionals, Interventionists, Tutors, Principal, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Student Tutoring Transportation - 211 Title I, Part A - $500, Tutorials Extra Duty Pay (Teachers/Paraprofessionals) - 263 Title III, LEP - $420, Payroll WC/TRS Etc. - 211 Title I, Part A - $3,000, Interventionists - 211 Title I, Part A - $34,289, Math Interventionist - 282 ARP ESSER III - $74,394.24, Tutorials Extra Duty Pay (Teachers/Paraprofessionals) - 211 Title I, Part A - $17,500, Tutorial Substitutes - 211 Title I, Part A - $21,000, STAAR Snacks - 211 Title I, Part A - $200					

Strategy 3 Details		Reviews			
Strategy 3: Provide opportunities for teachers to receive professional development in the areas of science, math, reading, and English Language Arts.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve instruction for student achievement and academic growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** Contracted Services for Staff Development - 211 Title I, Part A - $2,250, Travel for Staff - 211 Title I, Part A - $2,500					

Strategy 4 Details		Reviews			
Strategy 4: Provide teachers with instructional materials to enhance achievement in reading fluency, increase academic vocabulary, and math concept attainment.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve instruction for student achievement and academic growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** General Supplies - 211 Title I, Part A - $2,000, Reading Materials - 211 Title I, Part A - $500					

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

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 2: MAP achievement for grades K-2 will increase by 5% on level performance for both reading and math comparing the Winter MAP data to the Spring Map Data.

Evaluation Data Sources: EOY MAP scores

Strategy 1 Details	Reviews			
Strategy 1: Utilize Cougar Convos to discuss student MAP data taken at BOY and guide small group instruction for low targets, typically geometry for math and fluency for reading.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student achievement and academic growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Interventionists				

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

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 3: Writing practice will be implemented in core content areas a minimum of 2 out of 5 days of the school week.

High Priority

Evaluation Data Sources: Observations, Power Walks, Lesson Plans, PLC

Strategy 1 Details	Reviews			
Strategy 1: Provide students an opportunity to write daily in a response journal across curriculum. Appropriate responses are assessed through the use of teacher developed rubrics. **Strategy's Expected Result/Impact:** By daily practice and high expectations students will improve writing skills which will help improve STAAR scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Students will have the opportunity to write monthly about a book that discusses the character trait of the month. This opportunity provides students an opportunity to use writing responses in complete sentences and reading comprehension by developing summaries. **Strategy's Expected Result/Impact:** All students will respond to the building's book of the month, providing another writing opportunity for students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom teachers	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

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

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 4: Provide staff development opportunities to ESL teachers.

    Evaluation Data Sources: Increase in Emergent Bilingual scores on MAP, STAAR, TELPAS, CLI, CPM, TXKEA

Strategy 1 Details		Reviews			
Strategy 1: Provide staff development activities to ESL teachers on a monthly basis.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase scores on MAP, STAAR, and TELPAS for ESL students.		**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers					
Funding Sources: ESL Staff Development - 263 Title III, LEP - $500					

Strategy 2 Details		Reviews			
Strategy 2: Provide ESL supplies and materials		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase scores on MAP, STAAR, and TELPAS for ESL students.		**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal					
Funding Sources: Reading Materials - 263 Title III, LEP - $400, General Supplies - 263 Title III, LEP - $150					

Strategy 3 Details		Reviews			
Strategy 3: Increase the use of Summit K12 to address improvements in the 4 domains of listening, speaking, reading, and writing.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase scores on MAP, STAAR, TELPAS, TPRI, CLI, CPM, KEA. Students who take TELPAS will increase their performance by one level (example beginner to intermediate) in the speaking domain. **Staff Responsible for Monitoring:** Principal, Assistant Principal					

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

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 5: 70% of K-2 students will be on level performance by EOY BAS when compared to BOY BAS

    Evaluation Data Sources: 70% or more of students will be either on level or above level for BAS

Strategy 1 Details	Reviews			
Strategy 1: Teachers and interventionist will provide at least 45 minutes of intervention per week in small groups in order to increase student reading fluency level.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: At least 70% of students BAS scores will be on level at EOY BAS **Staff Responsible for Monitoring:** Teachers, Interventionists, Principal, Assistant Principal				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 6: There will be an increase in the vocabulary portion of the Pre-K Circle Progress Monitoring and Kinder TXKEA, from 73% of students on track to 80% of students on track by wave 3 and 69% of students on track to 80% of students on track by wave 3, respectively.

Evaluation Data Sources: PK Circle Progress Monitoring - Wave 3
K TX KEA - Wave 3

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide instruction focused on vocabulary in small groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of students will be on track by the end of wave 3.	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal				

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

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 7: Increase the percentage of students able to achieve the fitness zone standard in all six required test items.

 Evaluation Data Sources: Fitness gram

Strategy 1 Details	Reviews			
Strategy 1: A tracking system will be developed to ensure the students taking the fitness gram meet their individualized goals. Progress monitoring will occur at the BOY, MOY, EOY (prior to the gram). 　**Strategy's Expected Result/Impact:** Increase the percentage of students able to achieve the fitness zone standard in all six required test items. 　**Staff Responsible for Monitoring:** Coach, Admin 　**Title I:** 　2.4, 2.5	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Provide a safe, secure and disciplined learning environment.

Performance Objective 1: Create and maintain a safe and secure learning/working environment that is conducive to promoting the physical and mental health of all stakeholders as well as the academic success of our students.

    Evaluation Data Sources: Campus SRP Drills, Safety Walk Throughs, EOY Surveys from staff, students and parents

Strategy 1 Details		Reviews			
Strategy 1: Train staff on Campus Crisis Management Procedures, SRP, and Navigate 360 including initial training and periodic updates throughout the year.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Be prepared for emergency situations. 100% of the staff will be trained and all staff/students will remain safe while in the school environment. Navigate 360 will be utilized to respond to drills. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor					

Strategy 2 Details		Reviews			
Strategy 2: Conduct monthly evacuation drills and two coordinated safety drills per year (Secure, Lockdown, and Shelter in Place). Navigate 360 will be used to document and respond to all drills. Debrief after each drill to improve procedures.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff and students will be prepared for emergency situations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor					

Strategy 3 Details		Reviews			
Strategy 3: Provide training, information, and resources to all campus stakeholders designed to increase the awareness of and mitigate the spread of COVID- 19.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Provide training, information, and resources to all campus stakeholders designed to mitigate the spread of COVID-19 , we will minimize the spread and exposure of COVID-19 among staff and students. **Staff Responsible for Monitoring:** All staff					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: Provide a safe, secure and disciplined learning environment.

Performance Objective 2: Decrease incidents of bullying and office discipline referrals by 10% while increasing student self esteem in addition to school and community pride.

Evaluation Data Sources: Eschool Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide students anti-bullying lessons, peer mediation, restorative circles and Character Strong education guidance lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing appropriate lessons and interventions, there will be decrease in bullying and peer conflict as well as in improvement in peer interactions and social skills. **Staff Responsible for Monitoring:** Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Promote positive character traits and productive work habits through the implementation of a variety of positive behavior supports and student recognitions such as Student of Month, Positive Behavior Referrals, Cougar Cards, and Principal's Pride.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Through the use of positive behavior supports and student recognition we will decrease negative behavior and create a culture of positivity among stakeholders. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teacher, Paraprofessionals **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations and continued professional development.

    Evaluation Data Sources: Staff Retention Rate, EOY Staff Survey

Strategy 1 Details				Reviews			
Strategy 1: We will celebrate staff members throughout the year by using a variety of strategies including Camp Cash, Employee of the Month, Weekly Brag Box, and Monthly Celebrations.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: By celebrating successes we will boost morale. This will increase motivation and productivity of our staff which will have a positive impact on students' performance.
     Staff Responsible for Monitoring: All staff
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
   - **ESF Levers:**
 Lever 3: Positive School Culture							

Strategy 2 Details				Reviews			
Strategy 2: Provide professional development in the areas of curriculum and instruction, differentiation, and behavioral management. We will use Cougar Convos, collaboration with Instructional Coaches and colleagues, and staff meetings to promote learning.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Collaborative learning will increase teacher effectiveness which will have a positive impact on student performance.
     Staff Responsible for Monitoring: All staff
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
   - **ESF Levers:**
 Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction							

0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Goal 4: Promote family engagement and active involvement of the community in the education of our students.

Performance Objective 1: Provide at least one parental involvement opportunity each month for parents to attend.

    Evaluation Data Sources: Sign in Sheets/Teams Report

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership Team, in conjunction with PTA, will ensure that at least one parental involvement activity is scheduled each month. There will be at least two events that will be held off campus as a means for community outreach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase a working relationship between home and school.	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, PTA, Campus Leadership Team(CLT), Staff				
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and parent learning nights to promote family/student involvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Participation in Family Involvement	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, PTA **Funding Sources:** Family Engagement Reading Materials - 211 Title I, Part A - $1,200, General Supplies for Family Engagement Activities - 211 Title I, Part A - $1,000, Snacks for Family Engagement Activities - 211 Title I, Part A - $500				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Promote family engagement and active involvement of the community in the education of our students.

Performance Objective 2: Increase parent communication and promote a positive connection with all families.

    Evaluation Data Sources: School Messenger Reports, School Website Hits, Parent EOY Surveys, Conference logs

Strategy 1 Details		Reviews			
Strategy 1: Provide at least 2 opportunities during the school year, once in the fall and once in the spring, for school wide parent/teacher conferences.		**Formative**			**Summative**
		Nov	Jan	Apr	June
Strategy's Expected Result/Impact: Through open communication during parent/teacher conferences, parents will gain awareness of the academic expectations and an understanding of how they can promote their student's academic success. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal					

Strategy 2 Details		Reviews			
Strategy 2: Consistently use a variety of communication platforms to inform parents, such as: Monthly Newsletter		**Formative**			**Summative**
School Messenger- call outs Campus Website Campus Marquee Mass Emails Teacher applications- Bloomz, Remind, Class Tag, Dojo Teacher Websites Parent EOY Surveys		Nov	Jan	Apr	June
Strategy's Expected Result/Impact: By providing information through a variety of communication platforms, families and community will stay up to date on all school information, thus promoting a positive relationship between home, school, and community. **Staff Responsible for Monitoring:** All staff					

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

Goal 5: Ensure and demonstrate efficient and effective use of district resources.

Performance Objective 1: Increase student engagement and success through consistent integration of technology applications in all subject areas.

Evaluation Data Sources: Classroom observations and walk throughs
Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the Instructional Technology Specialist and campus staff to provide professional development in the use of technology applications to create more student center learning opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve instruction and student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal				
Strategy 2 Details	Reviews			
Strategy 2: Increase student access to computer hardware/software in classrooms by moving towards a 1:1 student to device ratio.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Provide students different ways to access the curriculum **Staff Responsible for Monitoring:** Principal **Funding Sources:** iPad, Computer Program and Computer Supply Purchases - 211 Title I, Part A - $2,000, iPad, Computer Programs and Computer Supply Purchases - 263 Title III, LEP - $1,100				

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

Goal 5: Ensure and demonstrate efficient and effective use of district resources.

Performance Objective 2: Utilize SHAC to support and implement school health policies and procedures.

    Evaluation Data Sources: SHAC member, minutes

Strategy 1 Details	Reviews			
Strategy 1: SHAC policies will be communicated to all staff members during faculty meetings, emails, conversations etc. to ensure the collaboration is occurring between campus expectations and SHAC.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: SHAC policies and procedures will be followed to support campus policies and procedures increasing safety and student health goals.
     Staff Responsible for Monitoring: Coach, Nurse, Admin
 	
     Title I:
     2.4, 2.5, 2.6				

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

Title I Personnel

Name	Position	Program	FTE
Mazben Momin	Interventionist	Title 1	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Student Tutoring Transportation		$500.00
1	1	2	STAAR Snacks		$200.00
1	1	2	Tutorials Extra Duty Pay (Teachers/Paraprofessionals)		$17,500.00
1	1	2	Interventionists		$34,289.00
1	1	2	Tutorial Substitutes		$21,000.00
1	1	2	Payroll WC/TRS Etc.		$3,000.00
1	1	3	Contracted Services for Staff Development		$2,250.00
1	1	3	Travel for Staff		$2,500.00
1	1	4	General Supplies		$2,000.00
1	1	4	Reading Materials		$500.00
4	1	2	Snacks for Family Engagement Activities		$500.00
4	1	2	Family Engagement Reading Materials		$1,200.00
4	1	2	General Supplies for Family Engagement Activities		$1,000.00
5	1	2	iPad, Computer Program and Computer Supply Purchases		$2,000.00
				Sub-Total	**$88,439.00**

263 Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutorials Extra Duty Pay (Teachers/Paraprofessionals)		$420.00
1	4	1	ESL Staff Development		$500.00
1	4	2	General Supplies		$150.00
1	4	2	Reading Materials		$400.00
5	1	2	iPad, Computer Programs and Computer Supply Purchases		$1,100.00
				Sub-Total	**$2,570.00**

282 ARP ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Math Interventionist		$74,394.24
				Sub-Total	**$74,394.24**