Garland Independent School District

Beaver Technology Center

2022-2023 Campus Improvement Plan

Board Approval Date: October 25, 2022

Mission Statement

Together as educators, students, and families, we provide a safe, diverse, and interactive learning community. Learning is enriched through real-world experiences using the latest technology and unique resources, so that all students are successful builders of their own futures.

Vision

We support learners by:

• Building relationships between adults and children within our school and community;

• Guiding students to become responsible members of society who demonstrate integrity, creativity, and the ability to work collaboratively with others;

• Challenging students to reach their maximum potential by being critical thinkers, problem solvers, and life-long learners; and

• Fostering student enthusiasm in becoming technologically sophisticated.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beaver MST is an extremely diverse campus.

- African American - 12.1%
- Hispanic - 41.6%
- White - 21.8%
- American Indian - 4%
- Asian - 14.9%
- Two or more races - 5.4%

Demographics Strengths

Students are exposed to numerous cultures every day. In the past, the Multi-Cultural Night was a standing room only event. Our challenge now is to re-vision this event in a post-COVID 19 world.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS. The lack of a school-wide academic language development program for all learners was observed and an implementation plan created to ensure that ELPS strategies are consistently used. **Root Cause:** Lack of a school-wide academic language development program for all learners was implemented. ELPS strategies were not consistently used.

Student Learning

Student Learning Summary

Overall Beaver students have been very successful. Our overall score on the state report card for the 18-19 school year was 91. We also received 91 on student achievement and school progress. We received a 92 on closing the gaps. With these scores, the school received an A rating. There was no new report card for the 19-20 or 20-21 school year due to COVID-19.

On the 2022 accountability rating summaryy, Beaver had an overall score of 95 which is an A rating.

- Student Achievement - 86
- School Progress - 93
- Academig Growth - 93
- Relative Performance (Eco Dis: 69.2 %) - 89
- Closing the Gaps - 98
- 1 distinction was earned in Ckomparative Closing the Gaps

Though the A rating is appreciated and celebrated, we do know that our student achievement rating at 86 is not where we want it to be.

Student Learning Strengths

On STAAR in all areas of ELA/Reading and Mathematics more students were at the meets or above standard in all areas when compared to 2021. This includes all students and in all student groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 3rd grade, only 62% of the students demonstrated early literacy as measured by "Meets Grade Level" performance on STAAR reading. (as compared to 72% or 73% in 4th and 5th grades) Vertical alignment planning was not in place for grades K-3. Balanced literacy was not consistently applied. **Root Cause:** Vertical alignment planning was not in place for grades K-5. Balanced literacy was not consistently applied. Edit Associated Areas

Problem Statement 2: Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS. Lack of a school-wide academic language development program for all learners was implemented. ELPS strategies were not consistently used. **Root Cause:** Lack of a school-wide academic language development program for all learners was implemented. ELPS strategies were not consistently used.

Problem Statement 3: Only 54% of students demonstrated mathematical proficiency as measured by "Meets Grade Level" or above performance on STAAR math (46% in 3rd, 58% in 4th, 58% in 5th) **Root Cause:** Difficulty with solving multistep word problems due to vocabulary and comprehension development.

Problem Statement 4: 39% of students demonstrated scientific understanding as measured by "Meets Grade Level" or above performance on STAAR science. **Root Cause:** Lack of exposure to Scientific Literature and systemic presentation and practice of academic language. Edit Associated Areas

School Processes & Programs

School Processes & Programs Summary

Beaver is a unique school that focuses on math, science, and technology. Students must test to qualify for the program. We are about 60% magnet students and the rest are neighborhood students. When observers enter the classroom, one can't tell which students are magnet and which students are neighborhood. We are a 1-1 campus when it comes to devices, and many teachers are Google I certified. Students are equally experienced and comfortable with using iPads and MacBooks. Google classroom and SeeSaw have been used for several years with our students. Google classroom has been replaced with Canvas which will continue to be the platform used by our school and the district.

Extensive training has been conducted in the past on PBLs-Project Based Learning. Each semester teachers create a PBL that is tied to grade level TEKS and incorporate a field trip to tie it all together. Though Covid changed how this was done in the 2020-2021 school year, each grade level still completed a modified version of a PBL, minus a real field trip. Virtual "field trips" were taken and professional speakers joined the classes through google meet.

Teacher turn-over is rare on this campus. When teachers leave, it is typically to go to a district level position, such as IDF, IST, etc. Some turnover has occurred due to retirement and/or change of career choices this year. Administrators have both been here for 2 years.

CHAMPS discipline strategies were implimented to help with discipline referrals. The majority of the referrals this year typically dealt with 1-3 students.

School Processes & Programs Strengths

The lack of teacher turn-over is a great strength for this campus. Systems and processes are clearly articulated and proceed, even wtihout administrative consistency. PBLs continue to work successfully because the majority of the teachers have been trained in the process and are able to pass this information to the few newly hired teachers. A refresher training was held this year for new teachers.

Using CHAMPS has been successful. Out of 95 incidents from August 2019-March 2020, only 2 resulted in exclusionary consequences. This year there was only 1 incident that resulted in exclusionary consequences.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student management incidents resulting in exclusionary consequences will decrease from 44.1% in 2019 to 5% by 2025. (SY1920 interim goal = 44%) Students being documented for possible behavior referrals were being monitored closely. **Root Cause:** Students being documented for possible behavior referrals continue to be monitored closely. Edit Associated Areas

Perceptions

Perceptions Summary

Beaver MST faculty and staff promote 21st Century Learning. Through the use of PBLs, technology, and enrichment activities, students are encouraged to be problem-solvers and researchers who collaborate with each other while working to solve real-world problems. Though collaboration and PBLs looked different this year due to COVID-19, the teachers learned how to use break out rooms in google meets for break out rooms to encourage small group collaboration and did a modified PBL based on their class.

STEAMschool on Fridays offers and "elective" for student to choose and explore. The school will hold 3 STEAMschool sessions during the 2022-23 school year. Students are grouped typically by K-2 classes and 3-5 classes.

With the support of our counselor, SEL is REAL at Beaver and has been for several years. Student success begins with making sure that students are ready in all ways to learn. SEL activities have been conducted for multiple years at this school as a result of wanting to teach/help the whole child. COVID-19 brought different issues and the counselor stepped up to create new lessons to help our teachers and our students.

Perceptions Strengths

Students and teachers are excited to be part of PBLs and the STEAMschool program and work to be out-of-the box thinkers. Planning is creative in order to encourage real-world thinking.

A strong counselor has put Beaver ahead of the game when it comes to using and teaching SEL strategies.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to COVID the past 2 years, PBLs and STEAMschool had to be implemented in a different way that was less effective, and with recent staff turnover, lack of knowledge of these programs will make implementation more challenging. **Root Cause:** With the addition of so many new staff members this year, additional training will be necessary to properly implement PBLs and STEAMschool.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: August 31, 2022

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading Language Arts, will increase from 55.1% in 2019 to 90% by 2025. (SY2021 interim goal = 58.8%)

High Priority

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Balanced Literacy and math small group teacher-led instruction to specifically target and support individual student needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores. **Staff Responsible for Monitoring:** Classroom Teachers Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
Strategy 2: All campus teachers will be actively engaging in writing strategies training throughout the school year during staff meetings and with the ELST to support short answer responses. Training will cover all curriculum areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in STAAR writing and reading scores. **Staff Responsible for Monitoring:** Administration and ELST **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Vocabulary walls for every content area will be implemented in every classroom and updated weekly to give students a rich experience of vocabulary competency.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in STAAR Science, Reading and Math scores.
    Staff Responsible for Monitoring: Administration, ELST
 	
    TEA Priorities:
Build a foundation of reading and math				

Strategy 4 Details	Reviews			
Strategy 4: Vocabulary Blended learning stations will be incorporated in every content area to promote vocabulary competency in all content areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores. **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: Learning frames will be clarified through the use of quality LOs and DOLs in all classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores.
    Staff Responsible for Monitoring: Administration, ELST
 	
    TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Vertical planning teams will work together to clarify learning standards for each grade level, and plan for parental involvement opportunities to enrich student learning through parent meetings and parent training opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in STAAR scores and MAP progress
    Staff Responsible for Monitoring: Administrators, Professional Staff
 	
    TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: Through the use of goal planning sessions, educational software and devices, students will receive differentiated instruction based on student learning needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased STAAR scores and MAP and MClass progress **Staff Responsible for Monitoring:** Administrators Professional Staff **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Software and devices - 6300 Supplies and Materials- Title I Funds - $51,484				

Strategy 8 Details	Reviews			
Strategy 8: Teachers will receive training and supplies needed to support instruction to meet the needs of all students, particularly at-risk students, special education students, and emergent bilingual students (EB).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement on STAAR, MClass and MAP **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** - 199 - PIC 24 State Comp Ed Funds - $5,730, - 199 - PIC 23 SPED State Allotment Funds - $1,292, - 199 - PIC 25 Bil../ESL State Allotment Funds - $2,000				

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by
increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 2: Percent of Emergent Bilingual (EB) students demonstrating English language acquisition, as measured by earning yearly progress indicator on the
Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2019 to 76% by 2025. (SY2021 interim goal = 46.0%)

High Priority

Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Educational curriculum and supplies will be used to differentiate instruction for ELL students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores Improvement on TELPAS	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration and Professional Staff **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** - 199 - PIC 25 Bil../ESL State Allotment Funds - $3,544				

Strategy 2 Details	Reviews			
Strategy 2: ELPS strategies will be further studied and implemented in all classrooms through professional development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores Student improvement on TELPAS	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, ELST **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details		Reviews			
Strategy 3: Academic response frames will be used in all classrooms to encourage dialogue using academic language		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement on TELPAS and STAAR		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administration Professional Staff **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction					

Strategy 4 Details		Reviews			
Strategy 4: Administration and teachers will use Ellevation data to ensure that the needs of EB students will be met during instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement on TELPAS and STAAR.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administration and teachers **ESF Levers:** Lever 5: Effective Instruction					

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 3: Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 32.17% in 2021 to 80% by 2025. (SY2022 interim goal = 50%)

High Priority

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details		Reviews		

Strategy 1: Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating.
    Strategy's Expected Result/Impact: Improved STAAR and MAP results
    Staff Responsible for Monitoring: Administration, Teachers
 	
    ESF Levers:
Lever 5: Effective Instruction
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
Strategy 2 Details		Reviews		

Strategy 2: Non-fiction literature including scientific topics will be incorporated during instruction.
    Strategy's Expected Result/Impact: Reinforcement of academic vocabulary
    Staff Responsible for Monitoring: Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 70.4% in 2019 to 90% by 2025. (SY1920 interim goal = 79.2%)

High Priority

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, model drawings and other illustrations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved STAAR and MAP results **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	**Nov**	**Feb**	**Apr**	**June**

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 44.1% in 2019 to 5% by 2025. (SY2021 interim goal = 8.4%)

High Priority

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
Strategy 1: Instructional staff will use the Bring Out our Best binders (BOB Binders) to support the students on specialized behavior plans. (i.e. Individual Education Plans (IEPs), general education behavior plans, and behavior intervention plans - BIPs).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: All behavior plans will be monitored through teacher use of BOB binder containing all specialilized pland and information. **Staff Responsible for Monitoring:** Administration, Special education staff and Classroom teacher **Title I:** 2.5 **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Every classroom will create a calm down space for students' use.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer office referrals for behavioral outbursts	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers Counselor Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Calm down strategies will be taught during guidance lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer student outbursts	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: School-wide positive strategies and systems will be taught and instituted in order to encourage and promote positive behaviors through the use of Social Emotional Learning (SEL) strategies and other positive techniques for students, staff and parents/families.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Fewer student referrals to Review 360 **Staff Responsible for Monitoring:** Administrators Counselor All faculty **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Vertical planning teams will work together to clarify behavior standards for each grade level, and plan for parental involvement opportunities to enrich student learning through the use of behavior strategies and offer parent meetings and parent training opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Higher levels of learning when behavior does not interrupt. **Staff Responsible for Monitoring:** Administration, teachers, counselor **Title I:** 2.5				

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 6: Parental and Family Engagement with a partnership focus will continue to be a priority for the campus.

High Priority

Evaluation Data Sources: Meeting agendas and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Developed as partners, the parent and family engagement policy and school compact will include information about Title I and will be used to build campus capacity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater involvement in all school areas **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: School readiness for incoming kindergarten students and transition support for exiting 5th grade students will be provided to parents and families.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater student success as transitions are made **Staff Responsible for Monitoring:** Administrators, Counselor, Kindergarten teachers, 5th grade teachers **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Communicating with families will be through several methods: Skyward emails, school messenger calls, teacher Remind accounts, school newsletter, school and PTA flyers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater parent/family involvement **Staff Responsible for Monitoring:** Administrators, counselor, teachers, PTA	**Nov**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: School-wide academic strategies will be taught and practiced in order to support student academic success through the use of academic strategy seminars, techniques, and games to be used and shared with staff, students, and families.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased family involvement and student success. **Staff Responsible for Monitoring:** Administration and teaching staff **Funding Sources:** Math games play and send home with families - 6300 Parent Involvement. Supplies T1 - $2,229	0%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Magnet Justification

Performance Objective 1: Throughout the 2021-2022 school year, we will provide 21st century learning experiences and connect learning to the real world for all students.

    Evaluation Data Sources: Sample PBL information
STEAM School information

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide extra curricular programs through the STEAM school elective program and other extended programs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: STEAM school registration and enrollment in elective courses. STEAM School catalog. Enrichment for all students, not just magnet students
    Staff Responsible for Monitoring: Administration, Teachers, CTA
 	
    Funding Sources: Supplies for STEAM school classes - 199 - Magnet Funds - $11,000				

Strategy 2 Details	Reviews			
Strategy 2: Project Based Learning will be used to create real-world connections to Texas Essential Knowledge and Skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Sustainable lesson designs that create higher levels of engagements and improved instructional quality: Real-world field experiences for students, PBL student products, STAAR data (masters performance).
    Staff Responsible for Monitoring: Teachers, Administration
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Curriculum
    Funding Sources: Supplies for PBLs - 199 - Magnet Funds - $14,000				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize differentiated software and curriculum materials to meet the academic needs of all students, including enrichment resources for magnet students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: STAAR data (masters performance) MAP growth **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Software and curriculum - 199 - Magnet Funds - $6,000				

Strategy 4 Details	Reviews			
Strategy 4: Field trips will be scheduled that connect classroom instruction and PBLs to create real world connections.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Real world field experiences for students; Improved implementation of PBLs	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** - 199 - Magnet Funds - $26,000				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will be provided with substitutes for strategic planning days in order to better facilitate planning for PBLs and other units of study.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Sustainable lesson designs that create higher levels of engagement and improved instructional quality. **Staff Responsible for Monitoring:** Teachers, Administrators, Secretary **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** - 199 - Magnet Funds - $18,000				

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

Title I Personnel

Name	Position	Program	FTE
Elaina Williams	Teacher Intervention Specialist	Title I, Part A	1.0

2022-2023 Campus Improvement Team

Committee Role	Name	Position
Administrator	Vicki DeVantier	Principal
Administrator	Jehieli Garcia	Assistant Principal
Classroom Teacher	Shelby Riley	3rd Grade Teacher
Business Representative	Justin Campbell	Business Representative
Community Representative	David Hill	Community Representative
Community Representative	Scott Airitam	Community Representative
Classroom Teacher	Rameen Ali	5th Grade Teacher
Classroom Teacher	Judy Alderete	2nd Grade Teacher
Classroom Teacher	Sarah Honza	1st Grade Teacher
Classroom Teacher	Jennifer Dayman	4th Grade Teacher
Classroom Teacher	Nancy Perez	PE Teacher
Paraprofessional	Maggie Reyes	Bilingual Aide
District-level Professional	Atticus Wisener	Director Secondary Human Resources
Parent	Angelia Turquette	Parent
Parent	Nadia Muniz	Parent
Counselor	Amy Sinclair	Counselor
Classroom Teacher	Michelle Bolling	ABC-Sped