La Porte Independent School District

College Park Elementary

2023-2024 Improvement Plan

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

College Park Elementary is 53 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 September 2023, our enrollment was 418 students. According to the Free and Reduced applications, we have decreased in our percentage of students identified as Economically Disadvantaged, now encompassing 69.83%% of the overall population. 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 9.4% African American, 57.2% Hispanic, 27.7% White/Non-Hispanic, 2.1% Asian/Pacific Islander, 0.2% American Indian/Alaskan Native. According to the 2021-2022 Texas Academic Performance Report (TAPR), our overall attendance was 93.7% which was higher than the district rate of 92.4%. The overall mobility rate for the campus is approximately 17.0% according to the 2021-2022 TAPR. We serve 55 Emergent Bilingual students, 23 Gifted and Talented students and 87 Special Education students.

Our staff at College Park includes 33 teachers, 17 instructional aides, 1 counselor, 2 administrators and 2 administrative professionals who are highly qualified in their positions. Our turnover rate has been very low. We have a total of 5 new teachers joining our staff for the 2023-2024 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 93.7%. 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 (5.5%) 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.

Student Learning

Student Learning Summary

Currently, the Texas Education Agency has not released the accountability ratings for the 2022-2023 school year. However, 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.

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.

At present, preliminary data based on student performance, shows that our African American, Hispanic, High Focus groups (EB, ED, etc.), and Special Education student groups should be a focus for the 2023-2024 school year. The goal is to increase the performance of students in these sub-populations by 5%, 5%, 5%, and 10% ; respectively. Another identified goal is to increase student science performance by 10%. Based on this recent data, we have determined that our goal from the 2022-2023 school year for our white student sub-population of 90% approaches, 60% meets, and 30% masters was closely achieved with ELAR: 89%, 68%, 41% ; Math: 92%, 76%, 32% ; and Science: 92%, 62%, 23% ; respectively.

The following table shows CPE's STAAR Data from 2020 – 2023, all performance levels, all grades tested.

		2020	2021			2022			2023		
		No Test Given	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects			82%	50%	20%	85%	42%	26.4%	89%	61%	32%
Math (3rd – 5th)			84%	51%	23%	92.7%	58.6%	35.5%	88%	61%	30%
Reading (3rd - 5th)			83%	52%	23%	91.2%	68.2%	35.2%	92%	66%	37%
Science (5th)			85%	46%	8%	70.7%	29.3%	8.6%	83%	46%	22%
Writing (4th)			71%	43%	10%	NA	NA	NA	NA	NA	NA

The following table shows CPE's 2023 Math STAAR Data, by grade, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Grade Math	85.11%	72.34%	55.32%
4th Grade Math	78%	44%	18%
5th Grade Math	98%	68%	20%

The following table shows a comparison of CPE's 2018 - 2023 Math STAAR Data, at approaches grade level or above.

	2018	2019	2020	2021	2022	2023
3rd Grade Math	89%	91%	No Test Given	85%	94.5%	85.11%
4th Grade Math	85%	76%		65%	90.7%	78%
5th Grade Math	92%	94%		94%	93.1%	98%

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

- Math scores have a significant drop in both 3rd and 4th grade. We will increase the supports and interventions in math through additional tutors and find a balance between both reading and math.
- Data shows that 5th grade math has remained consistent from 2019 to 2023. Results could have been caused by intense intervention provided by our 5th grade math teacher and interventionist focus for the 2022-2023 school year. This performance has led us to continue with our additional interventionist that focuses solely on math instruction for the campus.

The following table shows CPE's 2023 Reading STAAR Data, by grade, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Grade Reading	95.74%	82.98%	61.7%
4th Grade Reading	84%	60%	20%
5th Grade Reading	91%	57%	33%

The following table shows a comparison of CPE's 2018 - 2023 Reading STAAR Data, at approaches grade level or above.

	2018	2019	2020	2021	2022	2023
3rd Grade Reading	93%	91%	No Test Given	87%	94.5%	95.74%
4th Grade Reading	75%	91%		76%	86%	84%
5th Grade Reading	88%	92%		82%	93.1%	91%

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. A 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 and with these continued interventions performance was maintained with both a slight increase and decrease in the 2023 school year.
- For the 2023 school year our white students met the 60% target in the meets category with 68%.

The following table shows CPE's 2023 5th Grade Science STAAR Data, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
5th Grade Science	83%	46%	22%

The following table shows a comparison of CPE's 2018 - 2023 Science STAAR Data, at approaches grade level or above.

	2018	2019	2020	2021	2022	2023
5th Grade Science	83%	79%	No Test Given	84%	70.7%	83%

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

- College Park Elementary showed an increase in science scores from 2022 to 2023, due to increased interventions in science.
- 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 2023 STAAR

	All	African American	Hispanic	White	Eco-Dis	EB	Special Ed	Continuously Enrolled	Non-Continuously Enrolled
Reading % at Meets/ Masters	66%	56%	64%	68%	58%	71%	31%	71%	NA%
Math % at Meets/ Masters	61%	50%	54%	76%	58%	59%	38%	65%	NA%
Science % at Meets/ Masters	46%	22%	45%	62%	34%	25%	11%	53%	NA%

The following tables shows CPE's 2022 - 2023 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	43.48%	15.22%	41.3%	41.67%	8.33%	50%	22.22%	37.04%	40.74%

Analysis of BAS scores for all students reveal the following:

- According to the data 43% of kindergarten students are reading below level, 42% of students from first are reading below level, and 22% 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 22% 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 2022-2023 MAP data from Winter to Spring for each grade level (1st – 5th, Reading and Math)

Reading for 1st grade was taken for the 22-23 school year: Performance - Spring Reading: 40.67% and Winter Reading: 43.76%

2022-2023 Winter MAP Math - 1st Grade	2022-2023 Spring MAP Math - 1st Grade
Percentile	Percentile
44.51%ile	45.52%ile

2022-2023 Winter MAP Reading - 2nd Grade	2022-2023 Spring MAP Reading -2nd Grade	2022-2023 Winter MAP Math - 2nd Grade	2022-2023 Spring MAP Math - 2nd Grade
Percentile	Percentile	Percentile	Percentile
68.49%ile	69.59%ile	61.33%ile	58.76%ile

2022-2023 Winter MAP Reading - 3rd Grade	2022-2023 Spring MAP Reading - 3rd Grade	2022-2023 Winter MAP Math - 3rd Grade	2022-2023 Spring MAP Math - 3rd Grade
Percentile	Percentile	Percentile	Percentile
75.13%ile	74.81%ile	76.96%ile	73.55%ile

2022-2023 Winter MAP Reading - 4th Grade	2022-2023 Spring MAP Reading - 4th Grade	2022-2023 Winter MAP Math - 4th Grade	2022-2023 Spring MAP Math - 4th Grade
Percentile	Percentile	Percentile	Percentile
55.80%ile	55.73%ile	62.98%ile	58.19%ile

2022-2023 Winter MAP Reading - 5th Grade	2022-2023 Spring MAP Reading - 5th Grade	2022-2023 Winter MAP Math - 5th Grade	2022-2023 Spring MAP Math - 5th Grade
Percentile	Percentile	Percentile	Percentile
57%ile	62%ile	63%ile	59%ile

An analysis of the comparison of 2022 – 2023 Winter to Spring MAP data for 1st 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 5th grade Math which shows a significant decrease from Winter to Spring (greater than 5 percentile points).
- All grade levels showed a 1% regression except for 1st Math (1% increase), 1st Reading (4% increase) and 5th Reading (5% increase) from winter MAP to spring MAP, this is a concern.

The following table CPE's 2022-2023 Wave 3 data for Circle Progress Monitoring (Prekindergarten):

Measure	2021-2022 On Track	2021-2022 Needs Support	2022-2023 On Track	2022-2023 Needs Support
Rapid Vocabulary	73%	27%	60%	40%
Phonological Awareness	86%	14%	87%	13%
Math	86%	14%	91%	9%
Letter-Sound Correspondence	95%	5%	94%	6%
Story Retell & Correspondence	95%	5%	92%	8%
Book & Print Knowledge	89%	11%	89%	11%
Social Emotional Behaviors	100%	0%	86%	14%

An analysis of the 2023 Wave 3 Circle Progress Monitoring (Prekindergarten) reveals the following:

- Our students have a strength (above 85%) in Phonological Awareness, Math, Letter-Sound Correspondence, Story Retell and Comprehension, Book and Print Knowledge, and Social Emotional Behaviors.
- Rapid Vocabulary continues to be an area of concern at 60%. This will continue to be an area that is monitored on focused on during small groups.
- Data includes all Pre-K 4 students including our Early Childhood Special Education students.

The following table shows CPE's 2022-2023 Wave 3 data for the Texas Kindergarten Entry Assessment:

Measure	2021-2022 On-Track	2021-2022 Monitor	2022-2023 On-Track	2022-2023 Monitor /Needs Support
Vocabulary	69%	3%	67%	33%
Letter Names	73%	7%	79%	21%
Spelling	71%	5%	53%	47%
Listening Comprehension	64%	3%	61%	39%
Decoding	53%	3%	57%	43%
Letter Sounds	44%	24%	57%	43%
Blending	41%	5%	59%	41%
Math	58%	5%	56%	44%
Science	93%	7%	94%	6%

An analysis of the 2023 Wave 3 Texas Kindergarten Entry Assessment reveals the following:

- Our students have a strength (above 85%) in Science.
- Spelling, Math, Letter Sounds, Blending and Decoding are areas of concern at under 60% of students on track.

Texas English Language Proficiency Assessment System (TELPAS) Summary Report 2023

Composite Rating (Listening, Speaking, Reading, Writing)

2023 TELPAS	# of EB students	BEG	INT	ADV	ADV H
K	2	50%	50%	0%	0%
1st	5	0%	80%	0%	20%
2nd	4	0%	25%	50%	25%
3rd	4	0%	25%	0%	75%
4th	7	0%	28.57%	28.57%	42.86%
5th	4	0%	0%	25%	75%

An analysis of the TELPAS Composite scores reveals the following:

- Most Emergent Bilingual students are at the intermediate level or higher.
- Further analysis determined that the speaking domain and writing domain need greater development and instructional support in order for students to attain reclassification.
- Two students have met reclassification criteria.

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 and spelling, decoding, and blending needs to be a continued focus for Kindergarten.
- 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 and writing practice as a need in all content areas and classrooms.

Student Learning Strengths

College Park has several areas of strengths for the 2023-2024 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 to remain relatively consistent due to the extensive intervention and increase in curriculum support.
- Focused science instruction has increased science performance for our 5th grade students.

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 time every day for planning and discussion of student data. Cougar Convos occur once a month and 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 two 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. We have certified tutors who will assist, provide resources, and support in math for K-5th grade students and teachers. All 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
- 1 computer labs with at least 20 computers readily available for students to use for projects, testing, and instruction
- 1 Science Lab
- 1 STEM Lab
- 1:1 laptops in the 1st-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 17%. The economically disadvantaged population is currently at 71.1% and continues to decrease.. 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 websites, marquee, Twitter, and sending reminder notes. Parent involvement activities include, Cougar Camp, Parent Information Night, Dinner with Dudes, 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 PTO 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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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 African American student population, Hispanic student population, and High Focus students (EcoDis, SpEd, EB, Homeless, Migrant, Foster) 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: African American, Hispanic, and High Focus (EcoDis, SpEd, EB, Homeless, Migrant, Foster) groups will have an increase of 5% in the approaches, meets, and masters area. Science STAAR test performance increase to 90% approaches and 50% meets. 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:** Tutorial Substitutes - 211 Title I, Part A - $15,508, Math Interventionist - 282 ARP ESSER III - $12,000, STAAR Snacks - 211 Title I, Part A - $200, Payroll WC/TRS Etc. - 211 Title I, Part A - $2,600, Interventionists - 211 Title I, Part A - $34,720, Tutorials Extra Duty Pay (Teachers/Paraprofessionals) - 263 Title III, LEP - $420, Tutorials Extra Duty Pay (Teachers/Paraprofessionals) - 211 Title I, Part A - $15,000, Student Tutoring Transportation - 211 Title I, Part A - $500				

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 - $0, Travel for Staff - 211 Title I, Part A - $1,000				

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 - $4,300, Reading Materials - 211 Title I, Part A - $800				

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 Fall 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.
    Strategy's Expected Result/Impact: Increase student achievement and academic growth.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Interventionists
	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 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 across curriculum to build the skills necessary to develop a short constructed response and an extended constructed response. Appropriate responses are assessed through the use of teacher developed rubrics and district developed rubrics.	**Formative**			**Summative**
	Nov	Jan	Apr	June
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				

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.	**Formative**			**Summative**
	Nov	Jan	Apr	June
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				

Strategy 3 Details	Reviews			
Strategy 3: Kindergarten and first grade will implement the Heggerty Writing program in their classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase of writing skills will be seeing for our K and 1 students.	Nov	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, and District Coaches				

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 - $300							

Strategy 2 Details				Reviews			
Strategy 2: Provide instructional support and materials for EB students				**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 - $250, General Supplies - 263 Title III, LEP - $300							

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**
Strategy's Expected Result/Impact: Increase scores on MAP, STAAR, TELPAS, CLI, CPM, KEA. Students who take TELPAS will increase their performance by one level (example beginner to intermediate) in the speaking domain.				**Nov**	**Jan**	**Apr**	**June**
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.
    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
		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 6: There will be an increase in the vocabulary portion of the Pre-K Circle Progress Monitoring and Kinder TXKEA, from 86% of students on track to 90% of students on track by wave 3 and 83% of students on track to 85% 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 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					
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**

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
		Nov	**Jan**	**Apr**	**June**

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**

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
		Nov	**Jan**	**Apr**	**June**

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 Lego Loot, Employee of the Month, and Monthly Celebrations. We will also celebrate one of our paras as "Paraprofessional of the Year" for each school year.	**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 (focus on science), differentiation (focus on gifted and talented students), and behavioral management. We will use Cougar Convos, collaboration with Instructional Coaches and colleagues (engage in monthly professional learning communities - PLCs), and staff meetings (opportunities for vertical alignment) 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. This will be obtained through monthly PLCs, PD, and Colleague Visits. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** 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 PTO, 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. **Strategy's Expected Result/Impact:** Increase a working relationship between home and school. **Staff Responsible for Monitoring:** Principal, Assistant Principal, PTO, Campus Leadership Team(CLT), Staff	**Formative**			**Summative**
	Nov	Jan	Apr	June
Strategy 2 Details	**Reviews**			
Strategy 2: Provide resources and parent learning nights to promote family/student involvement. **Strategy's Expected Result/Impact:** Increased Participation in Family Involvement **Staff Responsible for Monitoring:** Principal, PTA **Funding Sources:** General Supplies for Family Engagement Activities - 211 Title I, Part A - $500	**Formative**			**Summative**
	Nov	Jan	Apr	June
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 two 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:	**Formative**			**Summative**
Monthly Newsletter School Messenger- call outs	Nov	Jan	Apr	June
Campus Website Campus Marquee Mass Emails Teacher applications- Bloomz, Remind, Class Tag, Dojo Teacher Websites Parent EOY Surveys **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.
    Strategy's Expected Result/Impact: Improve instruction and student achievement
    Staff Responsible for Monitoring: Principal, Assistant Principal
		Formative			**Summative**

		Nov	Jan	Apr	June
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.
    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 - $5,000, iPad, Computer Programs and Computer Supply Purchases - 263 Title III, LEP - $728
		Formative			**Summative**

		Nov	Jan	Apr	June
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.
    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: SHAC members
 	
Title I:
2.4, 2.5, 2.6
	Formative			**Summative**

	Nov	**Jan**	**Apr**	**June**
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)		$15,000.00
1	1	2	Interventionists		$34,720.00
1	1	2	Tutorial Substitutes		$15,508.00
1	1	2	Payroll WC/TRS Etc.		$2,600.00
1	1	3	Contracted Services for Staff Development		$0.00
1	1	3	Travel for Staff		$1,000.00
1	1	4	General Supplies		$4,300.00
1	1	4	Reading Materials		$800.00
4	1	2	General Supplies for Family Engagement Activities		$500.00
5	1	2	iPad, Computer Program and Computer Supply Purchases		$5,000.00
				Sub-Total	$80,128.00
			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		$300.00
1	4	2	General Supplies		$300.00
1	4	2	Reading Materials		$250.00
5	1	2	iPad, Computer Programs and Computer Supply Purchases		$728.00
				Sub-Total	$1,998.00
			282 ARP ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Math Interventionist		$12,000.00
				Sub-Total	$12,000.00