

**Willis Independent School District**  
**Cannan Elementary**  
**2023-2024 Improvement Plan**



## **Mission Statement**

The mission of Cannan Elementary School is to create a collaborative, safe learning environment which empowers all students to achieve success with high expectations through real world experiences.

## **Vision**

We are ***Game Changers*** at Cannan Elementary! Moving from Good to Great through high expectations for students.

## **Core Beliefs**

Cannan's Core Beliefs are:

1. Students will rise to meet and achieve high academic expectations.
2. Learning should be fun and engaging for all students.
3. School is a place where every child belongs and can find their path to being a successful citizen for our nation and world.

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.	15
Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.	25
Goal 3: All staff will be prepared to support student achievement.	29
Goal 4: All district funds will be utilized for programs that ensure the success of every student.	31
Goal 5: All students will be educated in learning environments that are safe and conducive to learning.	32
Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 29 % to 44 % by August 2024.	38
Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 35.8% to 46% by June 2024.	40
Title I Personnel	42
Campus Funding Summary	43

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Edward B Cannan Elementary School opened in 1999. Many challenges here at Cannan have been addressed using the data collected from our needs assessment. The data used for the needs assessment is an accumulation of student performance on STAAR, TELPAS, TPRI, DRA, Universal Screeners, RTI, attendance, discipline reports and parent surveys. The campus plan was made with the help of the campus team leaders and CEIC members.

Parent involvement is something that is a vital part of Cannan's success. Volunteer opportunities are integrated into many of the programs that are offered or occur at Cannan. Some of the opportunities are Grade Level Parent Meetings to review homework and strategies for success, PTO meetings, fundraisers, Grandparent's Day, Science Club monthly meetings, National Jr. Honor Society, Student Counsel, Safety Patrol, Field Days, Teacher Appreciation Week, PE Activities, choir performances, and Watch D.O.G.S. Program/Cannan M.O.M.S. program. We use Monday folders, the electronic marquee, campus and teacher webpages, Blackboard, and the district app to keep all parents and guardians informed. Parent and community members are also invited to attend the following nights; meet the teacher, open house, reading night, math and science night, and technology night.

Edward B. Cannan Elementary School will continue to develop a positive climate throughout the school year with counselor's character building lessons, Cannan Cash incentives (PBIS), drug awareness week (Red Ribbon Week), academic recognition, and nine weeks' attendance incentives.

The student attendance goal for the 2021-2022 school year is 96.5%. Cannan Elementary School will continue to focus on student attendance and staying at school for the full day of instruction through the use of attendance incentive programs. Many of the programs listed above were not possible during the 2020-2021 school year due to the covid 19 safety restrictions.

## Demographics

### Demographics Summary

Hispanic-Latino	362	53.95%
American Indian – Alaskan Native	3	0.45%
Asian	0	0%
Black – African American	16	2.38%
Native Hawaiian – Pacific Islander	0	0%
White	277	41.28%
Two-or-more	13	1.94%

Attendance Rate 92.2%

Cannan Elementary School ended the 2022-2023 year with 671 students in grades Kindergarten through 5th.

	Count	Percent
Limited English Proficient (LEP)	<a href="#">273</a>	40.69%
Bilingual	<a href="#">251</a>	37.41%
English as a Second Language (ESL)	<a href="#">7</a>	1.04%
Alternative Bilingual Language Program	<a href="#">2</a>	0.30%
Alternative ESL Language Program	<a href="#">10</a>	1.49%
Gifted and Talented	<a href="#">15</a>	2.24%
Special Education (SPED)	<a href="#">69</a>	10.28%
Title I Participation	<a href="#">671</a>	100.00%
Dyslexia	<a href="#">15</a>	2.24%
Economic Disadvantage		
Economic Disadvantage Total	<a href="#">473</a>	70.49%

	Count	Percent
Free Meals	<a href="#">437</a>	65.13%
Reduced-Price Meals	<a href="#">36</a>	5.37%

### Demographics Strengths

The student demographics at Cannan Elementary continue to remain the same. We continue to have a larger population of Hispanic students as compared to White students. Students who are Economically Disadvantaged also remains constant.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our attendance rate is considered low at 94%. **Root Cause:** Parents are not aware of the importance of students being at school all day and only being absent when absolutely necessary. There is not clear communication to parents about reporting student absences and what is considered excused and unexcused.

# Student Learning

## Student Learning Summary

STAAR Comparison 20-21 to 21-22										
				2021	2021	2021		2022	2022	2022
				All	White	Hispanic		All	White	Hispanic
3rd Grade	Reading		Approaches	53	68	43		66	77	54
			Meets	30	41	21		40	53	27
			Masters	15	25	9		17	28	7
	Math		Approaches	56	52	64		65	63	68
			Meets	19	25	18		29	26	34
			Masters	7	7	9		11	9	14
4th Grade	Reading		Approaches	58	69	52		76	75	75
			Meets	29	41	23		53	61	45
			Masters	9	22	2		26	32	23
	Math		Approaches	65	69	66		63	52	72
			Meets	34	38	34		33	25	43
			Masters	16	22	14		19	18	26
5th Grade	Reading		Approaches	75	74	78		73	77	72

STAAR Comparison 20-21 to 21-22										
			Meets	38	49	35		51	62	47
			Masters	20	34	14		24	33	21
	Math		Approaches	76	71	80		77	82	75
			Meets	50	60	47		35	49	32
			Masters	25	31	23		17	15	19
	Science		Approaches	54	56	57		50	67	41
			Meets	22	38	16		20	31	15
			Masters	5	12	3		7	13	4

Our overall Accountability Rating from TEA was a B in 2022. The Overall score was an 83 compared to an 81 in 2019. In the student Achievement area Cannan scored a 70 compared to 72 in 2019. School Progress was 85 compared to 83 in 2019 and Closing the Gaps was 77 compared to 77 in 2019. Scores for 22-23 School year are not yet available.

### Student Learning Strengths

Third Grade students at Cannan showed an increase on the STAAR Reading of 13% at Approaches, 10% at Meets and 2% at Masters. White students scored higher than Hispanic student in all areas for Reading. In Math, 3rd grade students increased 9% at Approaches, 10% at Meets and 4% at Masters. Hispanic students scored higher than White students in all areas of math.

Fourth Grade Student on Reading STAAR increased 18% at Approaches, 24% at Meets and 17% at Masters. Hispanic students scored lower than white students, however, the growth of Hispanic students was substantially higher in all areas. Math scores on STAAR increased by 2% at Approaches, decreased by 1% at Meets and increased by 3% at Masters. White students scores decreased in every area while Hispanic students showed gains in every area. Hispanic students scored higher in every area than White students.

Fifth Grade students on Reading STAAR decreased by 2% at Approaches, increased by 13% at Meets and increased by 4% at Masters. White student improved at Approaches and Meets, while Hispanic students gained at Meets and Masters. Math scores grew by 1% at Approaches, decreased by 15% at Meets and decreased by 8% at Masters. Hispanic students scores decreased in every area, while White students only had gains at Approaches. 5th Grade Science STAAR scores decreased at Approaches and Meets and grew 2% at Masters. All students scored lower than the District average on Science.

### Problem Statements Identifying Student Learning Needs



**Problem Statement 1 (Prioritized):** All student groups do not score at the same level on STAAR Math and Reading. **Root Cause:** The majority of Hispanic students are Emergent Bilingual students and take the STAAR test in English. Their ability to read proficiently in English is lower and results in an inability to easily comprehend when reading in English.

**Problem Statement 2 (Prioritized):** STAAR Math across all grade levels, has not shown as much growth as seen in STAAR Reading **Root Cause:** In previous years, Intervention time has been focused on Reading and time has not been allotted for Math Intervention.

**Problem Statement 3 (Prioritized):** More than 35% of students are reading below grade level. **Root Cause:** Insufficient training for teachers in identifying skill deficits, providing intervention and assessing reading levels for students.

**Problem Statement 4 (Prioritized):** Emergent Bilingual and ESL students are not making enough progress toward Advanced High on TELPAS. **Root Cause:** Teachers need more training in addressing the needs of Emergent Bilingual and ESL students in Reading, Writing, Speaking and Listening.

# School Processes & Programs

## School Processes & Programs Summary

Cannan Elementary has developed a structure for improving the planning meetings that include a focus on effective lesson implementation, high levels of rigor and strong instructional strategies. The data meetings for grade levels have been streamlined to address student needs and celebrate successes. Cannan Elementary has a process in place for the development and administration of formal and informal assessments as they are administered throughout the year. We have established an expectation of the implementation of daily small group instruction and intervention for literacy and math content areas. The expectation at Cannan Elementary is for all staff to be highly qualified, committed to doing whatever it takes to ensure student success, and for planning and preparation for instruction that is targeted, meaningful and engaging for all students. Analysis of data will be continual, as we work together to achieve excellence in the classroom. Cannan Elementary school staff will be supported through various Professional Development trainings and by the policies and procedures put in place. A Master Schedule has been created to complement the continuation of the PLC process, including Intervention and Extension time built in twice per day for grades 2 - 5. Collaboratives are scheduled as uninterrupted time for 75 minutes once per week for teachers to identify Essential Learning Targets and plan for student mastery. Various committees are established to ensure stakeholders are involved in campus functions and decision making. A paired classroom setting will continue in 3rd-5th grades as well as in all Dual Language teams. An Inclusion model will continue to be used at Cannan Elementary. Core Essentials curriculum will be used daily to increase and support social skills and building relationships in grades K-5th.

## School Processes & Programs Strengths

For the 2022-2023 school year, Tiered intervention groups will be specifically and intentionally planned. This will provide more intervention time for students who are not reading at grade level, as well as provide support for students who need further assistance with the current concepts being taught (Tier 2 intervention).

-Collaborative Team Time is scheduled twice a week to review student data and devise a structured intervention plan and time.

-Tier III interventions occur on a daily basis, implemented by certified teachers, after students are identified through the universal screeners (MAP).

-Positive Behavior Supports (PBIS) continues to be a successful program on our campus. Cannan students enjoy earning Cannan Cash for good behavior, academic growth, and good citizenship.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There continues to be many student in need of Tier II and Tier III interventions. **Root Cause:** Students are not identified by a specific goal for the essential skill they are needing to grow. This does not allow for adequate documentation to show growth for each student.

# Perceptions

## Perceptions Summary

**Cannan Elementary school culture continues to support clearly defined high expectations for students and staff. The Cannan Elementary staff deeply cares for our students and wants them to be successful both academically and socially. Additionally, Cannan Elementary is a Professional Learning Community that adheres to collective commitments, vision, and mission. We hold a strong belief that all students will learn at high levels every day. We have an established Mission, Vision and Collective Commitments that has been jointly established by the school community.**

## Perceptions Strengths

Campus Leadership and Instructional Coaches work with teachers in collaboratives and implementation of targeted and effective instructional strategies, using such tools as Lead4ward and the 4 guiding questions of a Professional Learning Community. Teachers collaborate to analyze data and the TEKS to plan lessons that are meaningful and delivered with the highest level of rigor for student success. There is an increase in positive relationships with families. There is a focus on protection of instruction time. The campus leadership team is positive and works well together, sharing a common vision.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Attendance at Curriculum events have low attendance. **Root Cause:** Parents do not have a clear understanding of how these events will benefit the learning of their child.

**Problem Statement 2 (Prioritized):** Parents do not feel communication is effective or timely. **Root Cause:** Communication has been primarily through Facebook and Dojo and not all parents have access to the formats.

# Priority Problem Statements

**Problem Statement 1:** More than 35% of students are reading below grade level.

**Root Cause 1:** Insufficient training for teachers in identifying skill deficits, providing intervention and assessing reading levels for students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** All student groups do not score at the same level on STAAR Math and Reading.

**Root Cause 2:** The majority of Hispanic students are Emergent Bilingual students and take the STAAR test in English. Their ability to read proficiently in English is lower and results in an inability to easily comprehend when reading in English.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** STAAR Math across all grade levels, has not shown as much growth as seen in STAAR Reading

**Root Cause 3:** In previous years, Intervention time has been focused on Reading and time has not been allotted for Math Intervention.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There continues to be many student in need of Tier II and Tier III interventions.

**Root Cause 4:** Students are not identified by a specific goal for the essential skill they are needing to grow. This does not allow for adequate documentation to show growth for each student.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Attendance at Curriculum events have low attendance.

**Root Cause 5:** Parents do not have a clear understanding of how these events will benefit the learning of their child.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Parents do not feel communication is effective or timely.

**Root Cause 6:** Communication has been primarily through Facebook and Dojo and not all parents have access to the formats.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Emergent Bilingual and ESL students are not making enough progress toward Advanced High on TELPAS.

**Root Cause 7:** Teachers need more training in addressing the needs of Emergent Bilingual and ESL students in Reading, Writing, Speaking and Listening.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Our attendance rate is considered low at 94%.

**Root Cause 8:** Parents are not aware of the importance of students being at school all day and only being absent when absolutely necessary. There is not clear communication to parents about reporting student absences and what is considered excused and unexcused.

**Problem Statement 8 Areas:** Demographics

# 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)
- Campus/District improvement plans (current and prior years)

## 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 released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

## 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

- Attendance data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

# Goals

**Goal 1:** All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

**Performance Objective 1:** By the end of the 2023-2024 School year, students will demonstrate a minimum increase of 10% at Meets and 5% at Masters in Reading as measured by STAAR.

## High Priority

**Evaluation Data Sources:** MAP data, common assessments, and STAAR Reading test for grades 3-5 will be reviewed.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administer BOY, MOY and EOY to gather data to determine student level of mastery for Reading SKills. <b>Strategy's Expected Result/Impact:</b> This data will give teachers an understanding of where students are performing and id in the development of lesson plans, interventions, and enrichment activities for all students. <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches, Principal, Asst. Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Utilize weekly grade level collaborative meetings to determine Essential TEKS, mastery levels of learning and develop and schedule Common Formative Assessments and Common Benchmarks <b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan strong Tier I instruction which will ensure students are mastering Essential TEKS as well as aid in planning flexivle grouping for Interventions and Extentions. <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Principal Asst. Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Utilize walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation. <b>Strategy's Expected Result/Impact:</b> Build strong Tier I instruction through coaching conversations with teachers specifically addressing the elements of a strong lesson and ensuring the teachers understand the expectations for every lesson <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June



Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Increase the size of Classroom Libraries to ensure every student has sufficient books to read on their reading level. <b>Strategy's Expected Result/Impact:</b> Increased number of students who end the year reading on grade level. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Reading Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 3 <b>Funding Sources:</b> Classroom Libraries, Storage Bins - 211 - Title 1-A - \$10,000, Classroom Libraries, Storage Bins - 199 - General Fund - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Utilize electronic data sheets to monitor student growth and mastery of essential learning targets. <b>Strategy's Expected Result/Impact:</b> Teachers and students will be able to track student learning and create appropriate interventions and extentions <b>Staff Responsible for Monitoring:</b> Classroom Teachers Reading Instructional Coach Principal Asst. Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Plan and implement Intervention and Extension activities which meet the specific skill need of every child through a dedicated Intervention time in the Master Schedule. <b>Strategy's Expected Result/Impact:</b> Increased number of students who are reading at or above grade level. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Reading Instructional Coach Principal Asst. Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Sirius Learning - Title I Part A - \$4,000		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> All student groups do not score at the same level on STAAR Math and Reading. <b>Root Cause:</b> The majority of Hispanic students are Emergent Bilingual students and take the STAAR test in English. Their ability to read proficiently in English is lower and results in an inability to easily comprehend when reading in English. <b>Problem Statement 3:</b> More than 35% of students are reading below grade level. <b>Root Cause:</b> Insufficient training for teachers in identifying skill deficits, providing intervention and assessing reading levels for students.
School Processes & Programs
<b>Problem Statement 1:</b> There continues to be many student in need of Tier II and Tier III interventions. <b>Root Cause:</b> Students are not identified by a specific goal for the essential skill they are needing to grow. This does not allow for adequate documentation to show growth for each student.

**Goal 1:** All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

**Performance Objective 2:** By the end of the 2023-2024 School year, students will demonstrate a minimum increase of 10% at Meets and 5% at Masters in Math as measured by STAAR.

**High Priority**

**Evaluation Data Sources:** MAP data, common assessments, district Math benchmarks and STAAR Math test for grades 3-5 will be reviewed.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administer BOY, MOY and EOY to gather data to determine student level of mastery for Math SKills. <b>Strategy's Expected Result/Impact:</b> This data will give teachers an understanding of where students are performing and aid i the development of lesson plans, interventions and enrichment activities for all students <b>Staff Responsible for Monitoring:</b> Classroom Teachers Math Instructional Coach Principal Asst. Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Build quality student work stations to be used during small group instruction. <b>Strategy's Expected Result/Impact:</b> Increase scores on Math STAAR in Grades 3-5. Strong fact fluency knowledge for all students. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Math Instructional Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> materials for building work station activities - 211 - Title 1-A - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will implement daily intervention/enrichment in Math through small group instruction activities during grade level intervention time each day. <b>Strategy's Expected Result/Impact:</b> Increased proficiency in problem solving, math knowledge, and on level essential skills. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Math Instructional Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> District Purchase of Study Island and Exact Path - Title Funds, Sirius Learning - 211 - Title 1-A - \$3,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize weekly grade level collaborative meetings to determine Essential TEKS, mastery levels of learning and develop and schedule Common Formative Assessments and Common Summative Assessments. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan strong Tier I instruction which will ensure students are mastering Essential TEKS as well as aid in planning flexible grouping for INterventions and Extensions. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Math Instructional Coach Principal Asst. Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation. <b>Strategy's Expected Result/Impact:</b> Build strong Tier I instruction through coaching conversations with teachers specifically addressing the elements of a strong lesson and ensuring the teachers understand the expectations for every lesson. <b>Staff Responsible for Monitoring:</b> Instructional Coach Principal Asst. Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide opportunities for strategic professional development for teachers through on-campus and off-campus trainings to enhance instructional strategies for at-risk students and to provide culturally relevant teaching in the Math Classroom.  <b>Strategy's Expected Result/Impact:</b> Plan strong Tier I instruction to provide all students with exceptional strategies to teach to all learning styles, at-risk students, and provide lesson that are culturally relevant to our EB students. <b>Staff Responsible for Monitoring:</b> Instructional Coaches Principal Asst. Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Registration Fees and travel expenses for Professional Development - 211 - Title 1-A - \$5,000		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> All student groups do not score at the same level on STAAR Math and Reading. <b>Root Cause:</b> The majority of Hispanic students are Emergent Bilingual students and take the STAAR test in English. Their ability to read proficiently in English is lower and results in an inability to easily comprehend when reading in English.
<b>Problem Statement 2:</b> STAAR Math across all grade levels, has not shown as much growth as seen in STAAR Reading <b>Root Cause:</b> In previous years, Intervention time has been focused on Reading and time has not been allotted for Math Intervention.





**Goal 1:** All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

**Performance Objective 3:** By the end of the 2023-2024 School year, students will demonstrate a minimum increase of 10% at Meets and 5% at Masters in Science as measured by STAAR.

**High Priority**

**Evaluation Data Sources:** Data from common assessments, benchmarks, and STAAR Science test will be reviewed.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Utilize weekly grade level collaborative meetings to determine Essential TEKS, mastery levels of learning and develop and schedule Common Formative Assessments and Common Summative Assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan strong Tier I instruction which will ensure students are mastering Essential TEKS as well as aid in planning flexible grouping for INterventions and Extensions.</p> <p><b>Staff Responsible for Monitoring:</b> Science teachers, Instructional Coach Principal Asst. Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Science instructional materials- Picture Perfect Science - 211 - Title 1-A - \$2,000</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will implement daily intervention/enrichment in Math through small group instruction activities during grade level intervention time each day. <b>Strategy's Expected Result/Impact:</b> Increased proficiency in problem solving, math knowledge, and on level essential skills. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Siruis Learning - 211 - Title 1-A - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> All student groups do not score at the same level on STAAR Math and Reading. <b>Root Cause:</b> The majority of Hispanic students are Emergent Bilingual students and take the STAAR test in English. Their ability to read proficiently in English is lower and results in an inability to easily comprehend when reading in English.</p> <p><b>Problem Statement 2:</b> STAAR Math across all grade levels, has not shown as much growth as seen in STAAR Reading <b>Root Cause:</b> In previous years, Intervention time has been focused on Reading and time has not been allotted for Math Intervention.</p> <p><b>Problem Statement 3:</b> More than 35% of students are reading below grade level. <b>Root Cause:</b> Insufficient training for teachers in identifying skill deficits, providing intervention and assessing reading levels for students.</p> <p><b>Problem Statement 4:</b> Emergent Bilingual and ESL students are not making enough progress toward Advanced High on TELPAS. <b>Root Cause:</b> Teachers need more training in addressing the needs of Emergent Bilingual and ESL students in Reading, Writing, Speaking and Listening.</p>







**Goal 2:** All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

**Performance Objective 1:** During the 2023-2024 school year, at least 3 Parental Involvement events will be scheduled which will aid families in understanding the learning expectations for students.

**Evaluation Data Sources:** Sign in sheets for all who attended each event

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Grandparents Day will be held in November to encourage students to honor their grandparents and read together. <b>Strategy's Expected Result/Impact:</b> Students will actively read with their grandparents and increase their MOY reading level. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Learning Specialist, Library Aide  <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Cookies and Coffee provided by Cafeteria - 199 - General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Open House will be held within the first month of school to discuss Title One and Parental Involvement to create an open environment for teacher/parent communication. A copy of the parent-school compact will be provided at Open House. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement at other activities throughout the school year. <b>Staff Responsible for Monitoring:</b> Principal, teachers  <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> snacks - 211 - Title 1-A - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct Literacy Night to engage students and parents in reading activities. <b>Strategy's Expected Result/Impact:</b> -Parent-student interaction -students taking the activities home and using them -Greater student success on homework -Parent support of students' reading <b>Staff Responsible for Monitoring:</b> Principal, Reading Specialists, Teachers  <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Supplies and educational resources - 211 - Title 1-A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> STAAR Information Night is held the second semester to show parents how to help their children with state assessments. <b>Strategy's Expected Result/Impact:</b> Exit tickets, students and parents working together at home on math, reading, writing and science, increase in math, reading, writing and science scores <b>Staff Responsible for Monitoring:</b> Principal, Math Specialist, Reading Specialist, Teachers  <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Math manipulatives and supplies - 211 - Title 1-A - \$1,000, Reading Materials for take home activities - 211 - Title 1-A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> STEM Night will be held to encourage parent involvement in Math and Science activities. <b>Strategy's Expected Result/Impact:</b> Increased engagement and support by parents of math and science instruction. <b>Staff Responsible for Monitoring:</b> Principal, ICoach, Math Coach  <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Food for families, prizes for games - 211 - Title 1-A - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 8.) Send home MAP data at BOY/MOY/EOY to share student progress with parents and their students' expected/targeted growth by the end of the year. <b>Strategy's Expected Result/Impact:</b> Parents will have data to review and address regarding student progress and growth. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Coaches, Team Leaders.  <b>Problem Statements:</b> Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Attendance at Curriculum events have low attendance. <b>Root Cause:</b> Parents do not have a clear understanding of how these events will benefit the learning of their child.
<b>Problem Statement 2:</b> Parents do not feel communication is effective or timely. <b>Root Cause:</b> Communication has been primarily through Facebook and Dojo and not all parents have access to the formats.





**Goal 2:** All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

**Performance Objective 2:** During the 2023-2024 school year, Cannan will communicate once a month to all parents on upcoming activities and important events through Blackboard (call outs/emails) and other forms of electronic media.

**Evaluation Data Sources:** Monday folders

Counselor Newsletter PTO Facebook

School Website Blackboard Communication( email and School App)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monday folders are sent home every week with information about academic progress and behavior of the week before. <b>Strategy's Expected Result/Impact:</b> Parents are kept informed about student progress and behavior. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers share events that are happening in the classroom and administration shares events happening campus wide through electronic platforms such as the campus website, Remind101, and ClassDojo. <b>Strategy's Expected Result/Impact:</b> Parents are aware of activities that are happening on campus. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use the district Blackboard app to email/text parents in English/Spanish on events and activities. <b>Strategy's Expected Result/Impact:</b> Parents are informed immediately and reminded of weekly school events and activities <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**





<b>Perceptions</b>
<b>Problem Statement 2:</b> Parents do not feel communication is effective or timely. <b>Root Cause:</b> Communication has been primarily through Facebook and Dojo and not all parents have access to the formats.

**Goal 3:** All staff will be prepared to support student achievement.

**Performance Objective 1:** By the end of the 2023-2024 school year, all students identified as Emergent Bilingual will increase proficiency levels on TELPAS composite score by at least one level.

**High Priority**  
**Evaluation Data Sources:** Increased TELPAS scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the number of Spanish books in the Library to meet the expectations per Texas Librarian Association <b>Strategy's Expected Result/Impact:</b> Students will have a larger selection of books to choose from within their reading level and interest level. <b>Staff Responsible for Monitoring:</b> Instructional Technology Coach Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3, 4 <b>Funding Sources:</b> Spanish Books - 199 - General Fund - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Bilingual teachers will attend professional development activities such as but not limited to TABE and La Cosecha conferences to learn new strategies to use in the Bilingual Classroom. <b>Strategy's Expected Result/Impact:</b> Teachers who attend will obtain new strategies to use in the classroom and can share these strategies with other teachers. Increased scores on CSA and State Mandated Assessments <b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers Principal Asst. Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> More than 35% of students are reading below grade level. <b>Root Cause:</b> Insufficient training for teachers in identifying skill deficits, providing intervention and assessing reading levels for students.
<b>Problem Statement 4:</b> Emergent Bilingual and ESL students are not making enough progress toward Advanced High on TELPAS. <b>Root Cause:</b> Teachers need more training in addressing the needs of Emergent Bilingual and ESL students in Reading, Writing, Speaking and Listening.

**Goal 4:** All district funds will be utilized for programs that ensure the success of every student.

**Performance Objective 1:** 100% of funding decisions made by the campus will be prioritized by campus initiatives during the 2023-2024 school year.

**High Priority**

**Evaluation Data Sources:** Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1) All Title Funds, District Funds and Student Activity Funds will be monitored and utilized according to Federal, State and Local guidelines. <b>Strategy's Expected Result/Impact:</b> Budgets will be utilized and balanced accordingly at the end of the school year. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2) Campus CEIC and Team Leaders will meet regularly to review campus needs, campus plan and budget items. <b>Strategy's Expected Result/Impact:</b> Regular attendance through sign in sheets, balanced budget and purchase orders reflecting campus need. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Student Learning 2, 3, 4	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> STAAR Math across all grade levels, has not shown as much growth as seen in STAAR Reading <b>Root Cause:</b> In previous years, Intervention time has been focused on Reading and time has not been allotted for Math Intervention.
<b>Problem Statement 3:</b> More than 35% of students are reading below grade level. <b>Root Cause:</b> Insufficient training for teachers in identifying skill deficits, providing intervention and assessing reading levels for students.
<b>Problem Statement 4:</b> Emergent Bilingual and ESL students are not making enough progress toward Advanced High on TELPAS. <b>Root Cause:</b> Teachers need more training in addressing the needs of Emergent Bilingual and ESL students in Reading, Writing, Speaking and Listening.

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 1:** In August of the 2023-2024 school year, 100% of Cannan staff will be trained on campus safety, Covid safety expectations and security procedures.

**High Priority**

**Evaluation Data Sources:** -Staff sign up and update phone numbers for the RAVE! Panic App

-Check that Bearcade door devices are working properly

-Installation and use of electronic door keys--Sign In sheets from monthly meetings will address key concerns for building safety, cleanliness and personal safety of students and staff.

-Shelter in Place Drills

-Lockdown Drills

-Monthly safety checks of the building by the Constable.

-Monthly fire/disaster drills





-CPR and First Aid certification of Crisis Team

- Covid safety protocol will be shared with all staff and reinforced monthly throughout the year

- Covid safety protocol will be monitored and adjustments will be made to keep all students safe while on campus

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Update staff monthly on safety issues and reporting safety concerns. <b>Strategy's Expected Result/Impact:</b> Incidents of staff injuries are reduced. Any staff injury is reported to the campus safety coordinator. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 1. Train 100% of staff on safety/security procedures: -Shelter in Place -Lock down -Fire/Disaster drills -CPR -First Aid certification for Crisis Team <b>Strategy's Expected Result/Impact:</b> All Staff will be trained and prepared on procedures for potential emergency issues. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, local police authorities	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 3.) All staff will download and register for the RAVE! Panic button to notify campus and local authorities of emergencies <b>Strategy's Expected Result/Impact:</b> -Faster communication and response to emergency situations by district staff and local authorities. <b>Staff Responsible for Monitoring:</b> District personnel, Principal/Asst. Principal, local police authorities		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>					

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 2:** Implement a campus wide Positive Behavior Support Program that supports a safe learning environment for all students.

**High Priority**

**Evaluation Data Sources:** Development of campus PBIS Matrix of behavior supports, decrease in referrals as seen in discipline reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2023-2024 school year, the Campus Discipline Committee will meet monthly to review effectiveness of implemented behavior supports. <b>Strategy's Expected Result/Impact:</b> Core team developed to communicate to staff and lead PBIS formation process. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PBIS strategies and supports will be reviewed during each faculty meeting during the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> Classroom teachers will use PBIS strategies as positive supports for students and will decrease the number of discipline referrals for the year. <b>Staff Responsible for Monitoring:</b> Assistant Principal, PBIS Core Team  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> PBIS positive rewards - 211 - Title 1-A - \$2,000, PBIS positive rewards - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create a PBIS campus behavior matrix to delineate appropriate student behavior in various areas and campus situations. <b>Strategy's Expected Result/Impact:</b> -Provide students and staff clear expectations of behaviors to reinforce or address. <b>Staff Responsible for Monitoring:</b> Campus Discipline Team, Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Revise and implement campus incentive plan to reinforce desired student behavior <b>Strategy's Expected Result/Impact:</b> -Improved behavior across classrooms -Improved behavior during unstructured times. <b>Staff Responsible for Monitoring:</b> -PBIS Team, teachers, Principal, Asst. Principal  <b>Funding Sources:</b> "Cannan Cash" Incentives - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 3:** In 2023-2024, Cannan Elementary will meet or exceed yearly average attendance rate of 96% or above.

**High Priority**

**Evaluation Data Sources:** -District weekly attendance rate report  
-Campus attendance reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recognize classrooms with perfect attendance on a weekly basis <b>Strategy's Expected Result/Impact:</b> Increase in student attendance over the nine week period. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Attendance Incentives- Prize Wagon and popsicles - Local - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Contact parents of students with attendance issues to develop a plan to address truancy <b>Strategy's Expected Result/Impact:</b> Reduction in excessive absences <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> As part of the outstanding attendance incentive program, hold outstanding attendance parties each nine-weeks to encourage students to attend school regularly. <b>Strategy's Expected Result/Impact:</b> Higher percentage of students attending school on a weekly basis. <b>Staff Responsible for Monitoring:</b> Campus secretary Principal Asst. Principal  <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Attendance Incentives - 199 - General Fund - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 1:** Our attendance rate is considered low at 94%. **Root Cause:** Parents are not aware of the importance of students being at school all day and only being absent when absolutely necessary. There is not clear communication to parents about reporting student absences and what is considered excused and unexcused.

**Goal 6:** As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 29 % to 44 % by August 2024.

**Performance Objective 1:** The percent of K students that score "developed" or above in Reading on the TPRI will increase from 78% to 90% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** TPRI, TXKEA

**Goal 6:** As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 29 % to 44 % by August 2024.

**Performance Objective 2:** The percent of 1st through 3rd grade students that score on grade level or above in Reading on the MAP test will increase from 13.7% to 46% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAPS

**Goal 7:** As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 35.8% to 46% by June 2024.

**Performance Objective 1:** The percent of K students that score on grade level or above in math on the TEMI will increase from 42.2% to 80% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** TEMI



**Goal 7:** As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 35.8% to 46% by June 2024.

**Performance Objective 2:** The percent of 1st through 3rd grade students that score on grade level or above in math on the MAP test will increase from 14.4% to 60% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAPS

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Trahan	Technology Innovation Coach	Title I	100
Heather Wood	Instructional Coach	Title I	100
Rachel Johnson	Instructional coach	Title I	100

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Classroom Libraries, Storage Bins		\$5,000.00
2	1	1	Cookies and Coffee provided by Cafeteria		\$300.00
3	1	1	Spanish Books		\$5,000.00
5	2	2	PBIS positive rewards		\$1,000.00
5	2	4	"Cannan Cash" Incentives		\$1,000.00
5	3	3	Attendance Incentives		\$2,000.00
Sub-Total					\$14,300.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Classroom Libraries, Storage Bins		\$10,000.00
1	2	2	materials for building work station activities		\$2,000.00
1	2	3	Sirius Learning		\$3,000.00
1	2	6	Registration Fees and travel expenses for Professional Development		\$5,000.00
1	3	1	Science instructional materials- Picture Perfect Science		\$2,000.00
1	3	2	Siruis Learning		\$1,000.00
2	1	2	snacks		\$500.00
2	1	3	Supplies and educational resources		\$2,000.00
2	1	4	Reading Materials for take home activities		\$1,000.00
2	1	4	Math manipulatives and supplies		\$1,000.00
2	1	5	Food for families, prizes for games		\$1,500.00
5	2	2	PBIS positive rewards		\$2,000.00
Sub-Total					\$31,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Attendance Incentives- Prize Wagon and popsicles		\$1,000.00
Sub-Total					\$1,000.00

Title Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	District Purchase of Study Island and Exact Path		\$0.00
Sub-Total					\$0.00
Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Sirius Learning		\$4,000.00
Sub-Total					\$4,000.00