

Willis Independent School District
Hardy Elementary
2023-2024 Improvement Plan



Mission Statement

At Hardy, we build lifelong learners that are honest, ambitious, respectful, determined, and are their best!

Vision

To unlock the fullest potential of every student through creating a collaborative environment where ALL school community members are engaged in building student growth.

Value Statement

Hardy's Core Values

H	Honest
A	Ambitious
R	Respectful
D	Determined
Y	Be Your Best!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	10
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: All students will reach high academic standards, at a minimum attaining approaches or better on state standards.	21
Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.	42
Goal 3: All staff will be prepared to support student achievement.	50
Goal 4: All district funds will be utilized for programs that ensure the success of every student.	53
Goal 5: All students will be educated in learning environments that are safe and conducive to learning.	59
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 27 % to 44% by August 2024.	67
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 33% to 46% by June 2024.	72
Goal 8: By June 2024, CC Hardy will increase their yearly attendance to 94%.	76
Title I Personnel	80
Campus Funding Summary	81

Comprehensive Needs Assessment

Demographics

Demographics Summary

701 Gerald St Willis, TX 77378-3403 (936) 856-1241 Phone (936) 856-1242 Fax			Student Total	768	100%	
			Kindergarten	127	16.53%	
			1st Grade	132	17.19%	
			2nd Grade	132	17.19%	
			3rd Grade	125	16.28%	
School Population					Count	Percent
District Information Offers the ASVAB test Administration (2020 - 2021 Summer PEIMS)						
Principal			Susan Fossler			
Assistant Principal			Alicia Clark			
Student Demographics	Count	Percent				
Gender						
Female	372	48.44%				
Male	396	51.56				
Ethnicity						
Hispanic-Latino	394	51.3%				
Race						
American Indian - Alaskan Native	3	0.39%				
Asian	2	0.26%				

Student Demographics	Count	Percent
Black - African American	100	13.02%
Native Hawaiian - Pacific Islander	0	0.00%
White	235	30.60%
Two-or-More	34	4.43%

Student By Program	Count	Percent
Emergent Bilingual	276	33.21%
Gifted and Talented	51	6.14%
Special Education	115	13.84%
Free Lunch Participation	666	80.14%
Reduced Lunch Participation	54	6.50%
Economically Disadvantaged Total	720	86.64%
	-	
	-	
Title I Participation	768	100%
Dyslexia	21	2.53%
Homeless Statuses		
Homeless Status Total	4	0.48%
Shelter	0	0.0%
Doubled Up	4	0.48%
Unsheltered	0	0.0%
Hotel/Motel	0	0.0%

Teacher Retention Rate:

Last year, the retention rate at the end of the 2021-2022 school year was 63%; this year, the rate is 69%. We also increase the teaching staff from 40 teachers to 49 teachers.

Based on End of Year Map Data Growth Reports for Spring 2023 testing:

[illegible]

[illegible]

Demographics Strengths

Hardy Elementary has a diverse population of students that work to support each other. Our vision and mission statement includes incorporating all stakeholders in the school community and instilling a set of Hardy Core values that will support student's social/emotional development. We also changed our motto to include the core belief that all students will succeed (Team Hardy, The Best Place to Be! Where All Kids Succeed!).

We received the acknowledgment as a Model PLC school in 2021 and continue to maintain this status and belief on our campus. We focus on growing staff through intentional data-driven decisions that revolve around the specific instructional needs of students.

This year we used a PST (Problem-Solving Team) that included experts in academics and the behavioral needs of students to support teachers in interventions and remediations

needed for students and to ensure that RtI was done with consistency and fidelity. We also added Leadership Academics this year as a Tier 2 intervention to support students needing support in self-regulation and problem-solving.

This year's attendance rate went from 92.30% to 93.05%.

We had all teachers enrolled in the reading academy complete their course. Also, our referral rating has gone from 3.72% to 1.75%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education. **Root Cause:** Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.

Student Learning

Student Learning Summary

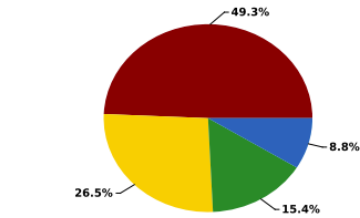
Language Arts: Reading

Hardy Elementary

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	129	72	55.8%	29	22.5%	19	14.7%	9	7.0%
3	121	58	47.9%	29	24.0%	21	17.4%	13	10.7%
4	118	63	53.4%	32	27.1%	15	12.7%	8	6.8%
5	131	53	40.5%	42	32.1%	22	16.8%	14	10.7%
Total	499	246	49.3%	132	26.5%	77	15.4%	44	8.8%



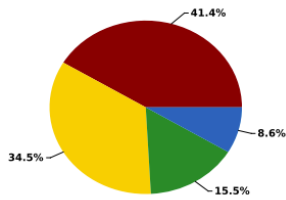
Language Arts: Reading (Spanish)

Hardy Elementary

Projected to: State of Texas Assessments of Academic Readiness (STAAR) Spanish taken in spring.

View Linking Study: <https://www.nwea.org/state-solutions/texas/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	39	15	38.5%	13	33.3%	3	7.7%	8	20.5%
4	36	18	50.0%	13	36.1%	5	13.9%	0	0.0%
5	41	15	36.6%	14	34.1%	10	24.4%	2	4.9%
Total	116	48	41.4%	40	34.5%	18	15.5%	10	8.6%



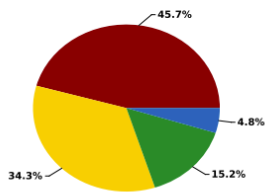
Math: Math K-12

Hardy Elementary

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	129	71	55.0%	42	32.6%	11	8.5%	5	3.9%
3	122	48	39.3%	33	27.0%	30	24.6%	11	9.0%
4	118	52	44.1%	45	38.1%	16	13.6%	5	4.2%
5	130	57	43.8%	51	39.2%	19	14.6%	3	2.3%
Total	499	228	45.7%	171	34.3%	76	15.2%	24	4.8%



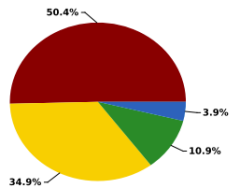
Science: Science K-12

Hardy Elementary

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

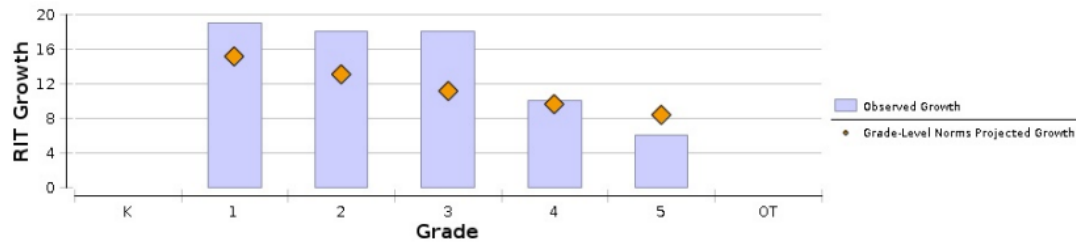
View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	129	65	50.4%	45	34.9%	14	10.9%	5	3.9%
Total	129	65	50.4%	45	34.9%	14	10.9%	5	3.9%

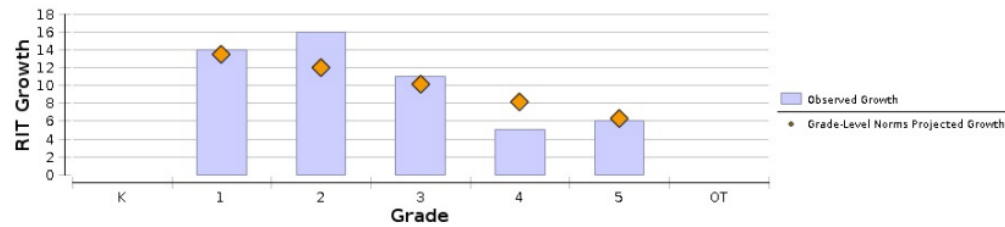


End of the year MAP

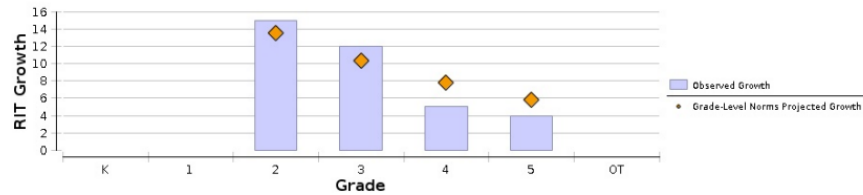
Math: Math K-12



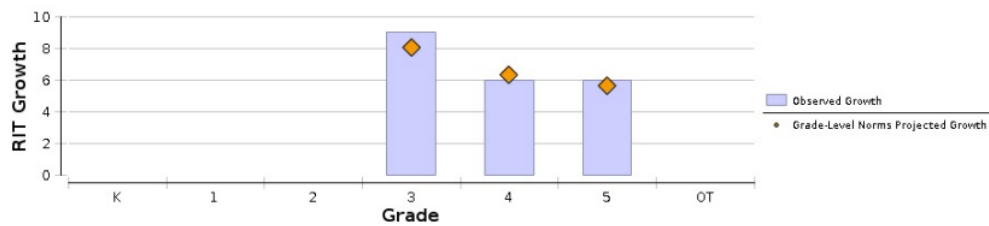
Language Arts: Reading



Language Arts: Language Usage



Science: Science K-12



Student Learning Strengths

We are seeing some growth in master level in MAP for some subject areas. Students are making growth in MAP data based on projected MAP growth. We showed expected growth in most areas in EOY MAP testing for all grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. **Root Cause:** Vertical alignment of essential vocabulary is not being utilized with all grade levels.

Problem Statement 2 (Prioritized): Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. **Root Cause:** Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.

Problem Statement 3 (Prioritized): CC Hardy students have difficulty remaining motivated to maintain a love of reading. **Root Cause:** Time is not given to allow students the opportunity to enjoy what they are reading.

Problem Statement 4 (Prioritized): Students struggle to efficiently and effectively decode words in order to improve their reading fluency. **Root Cause:** Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.

Problem Statement 5 (Prioritized): Students lack the opportunity to explore Science topics through hands-on/tangible activities. **Root Cause:** Science has not been a consistent priority throughout grades K-4.

School Processes & Programs

School Processes & Programs Summary

The interview process for the district has been streamlined with questions that focus on the vision of the district and align with the school's mission and vision. This allows the hiring committee the ability to find highly qualified teachers.

The District Strategic Implementation Guide (SIG)- This document is used at Hardy to grow our teams in the PLC process and hold each other accountable to be authentic to the process. We use this information to grow collaborative teams and continue to exhibit the qualities of a model PLC campus.

TEKS Resource System: This system is available to all Core Subject Teaching staff that allows teachers to see the breakdown of a standard, vertical alignment, and support teachers in creating rigorous and engaging lessons. This resource also allows teachers to ensure that they are teaching the vocabulary and pacing needed to support students in the mastery of a standard.

Response to Intervention: The campus has clearly defined times for all Tiers in the RtI process in order to ensure that we are providing remediation, intervention, extension, and acceleration.

Essential Standards: Standards as chosen from our Texas Essential Knowledge and Skills (TEKS) that must be mastered in order for students to be successful in the upcoming years. Students are given opportunities to show mastery through reteaching and intervention for their grade level standards.

Essential Standard Unit Plan: This is the document we using in order to ensure that each standard is taught to its fullest and teams utilize in order to support student mastery.

Data Protocol/Data Documentation: Teams use the data documentation to monitor students' growth based on standards. The data protocol is used in order to dissect the CFA/CSA given to ensure it was a reliable and common assessment and then groups are created based on that data to meet students' needs.

Common Formation Assessment (CFA); These are used throughout the units in order for teachers to monitor growth towards mastery of the unit standard. Teachers use the data to create intervention groups in order to help support mastery of the standard.

Common Summative Assessments (CSA); These are used at the end of the unit in order to see if students mastered the essential standard. If students are still needed support, then the teams utilize the data protocol to ensure student's needs are met for student growth in the standard.

Guided Reading: This is a multi-tiered strategy that provides support in reading for students based on their reading level. During this time, teachers will focus on a teaching point (fluency, word work, comprehension, etc...) and have students utilize it during their reading of their level reader.

ESL: This program is for students that are English Language Learners. Students are provided instructional accommodations that help support students in increasing their level of English Proficiency.

Bilingual: This program is for students who receive instruction in both Spanish and English in order to guide students in becoming more academically fluid in both English and Spanish based on levels of listening, speaking, reading, and writing.

Dyslexia: Students are screened in 1st grade MOY and Kindergarten EOY in order to note if students have dyslexic tendencies based on MAP fluency and reading. Once screened, a committee will look at the data and note if a full evaluation is warranted. If a student qualifies for this service, then they will be serviced by trained personnel through The Really Great Reading Program.

GT: Gifted and Talented students are identified through a screening process that includes parent and teacher surveys, along with a standardized test. Once identified, students will receive differentiated instruction to increase their higher level of DOK (Depth of Knowledge).

Special Education: Students that exhibited an educational gap of 2 years or more may warrant a need for evaluation to see if there may be a learning disability or other explanation for the student's learning gap.

Academic Nights; These nights are used as part of the parent engagement plan and families are provided with activities to help support families in helping their students grow in academic skills.

School Processes & Programs Strengths

Our Data Protocols and Data Progress (INYDM) are utilized in order to ensure that we are meeting the needs of students that need intervention and remediation support. Teachers and students set MAP goals that are monitored from MOY to EOY.

Our school has specified Collaborative Team Time (CTT) two times a week that focuses on the 4 essential questions of a PLC.

Teachers have the availability of pacing their units to best meet the needs of their students and change as needed during the unit.

All students have access to a computer (1-to-1) correspondence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Several teachers on campus are not fully certified in Bilingual Education or ESL **Root Cause:** The teachers are needing support in the completion of their Bilingual certification/ ESL.

Problem Statement 2 (Prioritized): Students struggle to process their internal emotions due to a lack of opportunity to practice this in a social setting. **Root Cause:** Students are not receiving intentional essential behaviors through Tier 1 instruction.

Problem Statement 3 (Prioritized): Teachers are needing a more comprehensive understanding of effective Tier 1 instruction **Root Cause:** Students are not meeting academic expectations on STAAR.

Perceptions

Perceptions Summary

In May of 2021, Mrs. Susan Fossler was named the principal at C.C. Hardy Elementary. Mrs. Fossler met with various staff and parents in order to understand the perceptions of the school community. During this time, Mrs. Fossler was able to get to know the community and the needs of the students, staff, and parents.

Based on these findings, the majority of the staff's morale was low due to turn over of staff and administration. Staff expressed concerns that the PLC process was not being monitored and that they rarely saw the principal in rooms or out of the office. Their main concern was not getting the feedback to grow and seeing leadership in their CTTs so that the PLC process was growing and being used correctly.

Parents discussed a lack of communication from the school and inconsistencies in the discipline. The parents felt that they were not a part of the campus and their input was not valued as parents of students in the school.

To address these concerns, teachers had input in the schedule, CTT forms- unit plans, data protocol, INYDMs, etc..., and had a voice in the Guiding Coalition and committees. The consistencies of utilizing data for student growth and ensuring that the rigor of the standards was being taught were evident through team CTT forms and in student growth. At first, teams found unit planning a lot to accomplish, but by the end of the school year, teachers because of the fluidity in its use and even made adjustments to the plan to meet the needs of the campus. The Mission and Vision Statement was adjusted to meet the current needs of the campus and where the campus was going.

In order to help support parents in the communication piece, Monthly Smore Newsletters were utilized, and closer to the end of the year, parents received Week at a Glance as well from the principal. In order to better support parent engagement, the principal and counselor created a Parent Advisory Committee at the end of the year in order to gain input. There was a small turnout for this; therefore, it was decided that the plan for the parent engagement committee will be more vital about having more input from parents and having them come in more to support their students/staff during the school day.

For the current school year, the goal to help support growth in perceptions, the committee is focus on Parent Engagement, Discipline, and Attendance. Also, there will be specified expectations for parent communication between both the parents and teachers. The principal will begin with Week at a Glance, along with the Monthly newsletter. Also, gaining more parental input for the campus. The other goal is to get our brand out in the community. The students will be given a gift during Meet the Teacher and then have the opportunity to purchase school merchandise. Also, students that are needing support for behavior concerns, will receive intervention early on to help support their growth in their social/emotional needs as well.

Perceptions Strengths

The communication of events to parents was well received and appreciated.

The principals were visible in the CTT times and in rooms.

Staff increased their communications with parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The utilization of requesting support for students increased and caused out-of-class placement to increase **Root Cause:** Teachers need support in Tier 1 behavior interventions, along with support for students with Tier 2 and 3 behaviors.

Problem Statement 2 (Prioritized): Parents struggle to remain involved due to a lack of understanding of the parent portal, parent app., and how to seek assistance or support for their student. **Root Cause:** The campus has not sent a variety of ways to support or model how to get this information.

Priority Problem Statements

Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary.

Root Cause 1: Vertical alignment of essential vocabulary is not being utilized with all grade levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency.

Root Cause 2: Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading.

Root Cause 3: Time is not given to allow students the opportunity to enjoy what they are reading.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency.

Root Cause 4: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students lack the opportunity to explore Science topics through hands-on/tangible activities.

Root Cause 5: Science has not been a consistent priority throughout grades K-4.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Several teachers on campus are not fully certified in Bilingual Education or ESL

Root Cause 6: The teachers are needing support in the completion of their Bilingual certification/ ESL.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students struggle to process their internal emotions due to a lack of opportunity to practice this in a social setting.

Root Cause 7: Students are not receiving intentional essential behaviors through Tier 1 instruction.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The utilization of requesting support for students increased and caused out-of-class placement to increase

Root Cause 8: Teachers need support in Tier 1 behavior interventions, along with support for students with Tier 2 and 3 behaviors.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Parents struggle to remain involved due to a lack of understanding of the parent portal, parent app., and how to seek assistance or support for their student.

Root Cause 9: The campus has not sent a variety of ways to support or model how to get this information.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education.

Root Cause 10: Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction

Root Cause 11: Students are not meeting academic expectations on STAAR.

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By June 2024, All students will meet target standards on Academic Achievement, Growth, and Student Success Status in the 3rd, 4th, and 5th Reading STAAR assessment.

High Priority





HB3 Goal

Evaluation Data Sources: 2022-2023 STAAR summary report/ 2024 Closing the Gaps Report

Strategy 1 Details	Reviews			
Strategy 1: Students will set goals using a data sheet (online or paper) to track their growth with the MAP, Essential Standards, and DRA. Strategy's Expected Result/Impact: Students will take ownership of their learning and build intrinsic motivation Staff Responsible for Monitoring: Teachers and Students Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Paper for Printing Goal sheets - 199 - General Fund - \$200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive intentional interventions/remediation/extensions/acceleration based on data protocol/data tracker, TEMI, TxKEA, DRA, and MAP reports. All students will have a progress monitoring folder that will utilize a universal documentation form and be taken with them for documentation group work.</p> <p>Strategy's Expected Result/Impact: Students will show growth in the specified essential standards for prior learning and current essentials.</p> <p>Staff Responsible for Monitoring: Teacher, Coaches, Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Folders for students - 199 - General Fund - \$1,100, Paper for copies of Progress Monitoring - 199 - General Fund - \$350, TEMI - 199 - General Fund, Tx-Kea - 199 - General Fund, NWEA - ESSER - \$9,000, DRA - 199 - General Fund, Instructional Coaches - Title I Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative teams will meet before beginning each unit to identify and unwrap the essential standards of the unit. During this process, they will create knowledge, reasoning, performance, and product-level learning targets. Following this, collaborative teams will identify days within the unit to administer CFA's and the CSA. Then, collaborative teams will share effective teaching strategies with their team members.</p> <p>Strategy's Expected Result/Impact: Improved Scores on Unit Assessments, Benchmarks, State Mandated Test</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Instructional Coaches - Title I Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will utilize a panel of experts(PST- Problem Solving Team) that consists of a Diagnostician, LSSP, Instructional Coaches, administrator, and teachers support staff in creating an action plan for student needs in their specified Tiers to help support student growth. Letters will be sent home to parents to communicate their leveled MTSS support for Tier 2 and Tier 3.</p> <p>Strategy's Expected Result/Impact: Creating a clearer understanding of the RtI process and helping ensure that our schedule is purposeful to meet the needs of the students.</p> <p>Staff Responsible for Monitoring: Guiding Coalition, Coaches, and Administration.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Instructional Coaches - Title I Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teams will grow their capacity in understanding the Reading SIG in order to meet the literacy needs of students through intentional coaching and strategy sharing in CTTs.</p> <p>Strategy's Expected Result/Impact: Students will show growth in MAP, DRA, and fluency based on intentional Tier 1 intervention</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, and Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Instructional Coaches - Title I Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Implement Reading Eggs, Heggerty, Guided Reading, Strategy Groups, Exact Path, Scholastic, Word Study, and small group time for essential standards, Benchmark Reading, Extension Opportunities, and Independent and Small Group Writing Conferences. Strategy's Expected Result/Impact: Decrease in achievement gaps and increase in student achievement Staff Responsible for Monitoring: Teachers, Coaches, and AP/Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3, 4 Funding Sources: Instructional Coaches - ESSER, Edmuntem- Exact Path, Reading Eggs, Study Island - ESSER - \$9,000, Scholastic Online and Magazine - 211 - Title 1-A - \$9,838.76	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The campus will provide learning opportunities for parents to support students in their academic growth in reading and writing. This will be done through Reading Night and Parent Academies offered throughout the year. Strategy's Expected Result/Impact: Parents will be able to help students in their Reading skills and promote reading at least 20 minutes a night Staff Responsible for Monitoring: Math/Reading Night Committee Coaches Administration Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2 Funding Sources: Materials for Reading/Math Night- Parent Engagement - Title I Part A - \$1,500, Parent Academy Nights - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education. Root Cause: Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.
Student Learning
Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. Root Cause: Vertical alignment of essential vocabulary is not being utilized with all grade levels.
Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading.
Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.
Perceptions
Problem Statement 2: Parents struggle to remain involved due to a lack of understanding of the parent portal, parent app., and how to seek assistance or support for their student. Root Cause: The campus has not sent a variety of ways to support or model how to get this information.





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

Performance Objective 2: By the end of June 2024, each grade level will increase meets standards percentages by 6% on Grades 3, 4, and 5 Math STAAR.

High Priority
HB3 Goal
Evaluation Data Sources: 2023-2024 STAAR summary report

Strategy 1 Details	Reviews			
Strategy 1: Collaborative teams will meet before beginning each unit to identify and unwrap the essential standards of the unit. During this process, they will create knowledge, reasoning, performance, and product-level learning targets. Following this, collaborative teams will identify days within the unit to administer CFA's and the CSA. Then, collaborative teams will share effective teaching strategies with their team members. Strategy's Expected Result/Impact: Improved Scores on CFAs/CSAs, Benchmarks, MAP testing, STAAR Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 3 Funding Sources: Instructional Coaches - Title I Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement Hands-on Math, Exact Path, and WIN/TREA time to support growth. Strategy's Expected Result/Impact: Decrease in achievement gaps and student growth in achievement Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Edmentum- Exact Path, Study Island - ESSER, Hands-on Math - 199 - General Fund - \$1,630	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will set goals using a data sheet (online or paper) to track their growth with the MAP scores and create rationale behind their results Strategy's Expected Result/Impact: Students will take ownership of their learning and build intrinsic motivation Staff Responsible for Monitoring: Teachers and Students Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: Paper for creating goals sheets - Local - \$200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students will receive intentional interventions/remediation based on data protocol/INYDM, TEMI, TxKea, DRA, and MAP reports. Strategy's Expected Result/Impact: Students will show growth in the specified essential standards for prior learning and current essentials. Staff Responsible for Monitoring: Teacher, Coaches, Principals Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1, 2 Funding Sources: NWEA - ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement Hand-on manipulatives, Math Seeds, Number Strings, Exact Path, Guided Math, WIN time with essential standards, Extension Opportunities, Do the Math, TEMI (K-2), ESTAR (3-5) Strategy's Expected Result/Impact: Students will show growth in the specified essential standards for prior learning and current essentials. Staff Responsible for Monitoring: Teacher, Coaches, Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Math Seeds- renewal - Title I Part A - \$3,295, Braining camp-online manipulatives- campus site license - Title I Part A - \$650	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education. Root Cause: Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.

Student Learning

Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. **Root Cause:** Vertical alignment of essential vocabulary is not being utilized with all grade levels.

Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. **Root Cause:** Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.

School Processes & Programs

Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction **Root Cause:** Students are not meeting academic expectations on STAAR.





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

Performance Objective 3: By June 2024, 75% of all Hardy students will show at least one year's growth in math as measured by the end of the year MAP tests in grades 1-5, and TEMI(K).

Evaluation Data Sources: MAP summary report, TEMI report

Strategy 1 Details	Reviews			
Strategy 1: After all MAP data is collected, teachers will disaggregate data and, using the Learning Continuum and create intentional interventions for small groups of areas that students are developing in. Strategy's Expected Result/Impact: Based on interventions utilized, students will meet expected growth as measured by the growth report in MAP orTEMI (K). Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: NWEA - ESSER, Instructional Coaches - Title I Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Implement Hand-on manipulatives, Exact Path, Guided Math, WIN time with essential standards, Extension Opportunities, Do the Math, TEMI (K-2), ESTAR (3-5) in order to help student growth. Strategy's Expected Result/Impact: Increase in the number of met targets on 2022 closing achievement gap report, Increase in number of students showing academic growth Staff Responsible for Monitoring: Administrators Math Instructional Coach Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 3 Funding Sources: Math Seeds - Title I Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: CCH will have an effective and efficient RTI process that addresses student math skills, utilizing a Problem Solving Team that includes experts of specified areas (Diagnostician, LSSP, Counselor, Behavior Professional paraprofessional, RLA/Math/I Coach). Instructional Coaches will lead PD on best instructional practices, district initiatives, and purchase math resources. Strategy's Expected Result/Impact: Students' MAP Growth Report will show student growth and TEMI results for Kindergarten. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Instructional Coaches Title I: 2.6 Problem Statements: Student Learning 1, 2, 3, 4 Funding Sources: Instructional Coaches - Title I Part A		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: The instructional coach and administrators will utilize the district's Math SIG in order to give feedback to teachers for growth in their Tier 1 instruction through frequent SIG walkthroughs. Strategy's Expected Result/Impact: Gold on Math SIG in at least one anchor statement and proficient in all other areas. Staff Responsible for Monitoring: Administrators Math Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 3 Funding Sources: Instructional Coaches - Title I Part A		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. Root Cause: Vertical alignment of essential vocabulary is not being utilized with all grade levels. Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. Root Cause: Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials. Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading. Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.

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

Performance Objective 4: By June 2024, 75% of all Hardy students will show at least one year's growth in reading as measured by the end of the year MAP tests (1-5) and TxKea (K) and DRA in grades K-5.

High Priority
Evaluation Data Sources: MAP Summary, TxKea data, and DRA tracking sheet

Strategy 1 Details	Reviews			
Strategy 1: After all MAP data is collected, teachers will disaggregate data, use the Learning Continuum to create intentional interventions for small groups of areas that students are developing in. Strategy's Expected Result/Impact: Based on interventions utilized, students will meet expected growth as measured by the growth report in MAP. Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3, 4 Funding Sources: Instrucational Coahes - Title I Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Exact Path to support students needing interventions along with Reading Eggs and Heggerty in conjunction with MAP for primary grades to provide intervention for at-risk students. Also, complete purchasing Fountas and Pinell Interactive Read Aloud and Shared Reading for additional staff added to the campus.</p> <p>Strategy's Expected Result/Impact: Increase in the number of met targets on 2022 closing achievement gap report, Increase in number of students showing academic growth</p> <p>Staff Responsible for Monitoring: Administrators RLA Instructional Coach Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CCH will have an effective and efficient RTI process that addresses student reading skills, utilizing a Problem Solving Team that includes experts of specified areas (Diagnostician, LSSP, Counselor, PAWS paraprofessional, RLA/ Math/I Coach).</p> <p>Instructional Coaches will lead PD on best instructional practices, district initiatives, and purchase reading resources.</p> <p>Strategy's Expected Result/Impact: Students' MAP Growth Report will show student growth and TPRI report.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Instructional Coaches - Title I Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The instructional coach and administrators will utilize the district's Reading SIG in order to ensure a Balanced Literacy Program that creates well-rounded readers and provides feedback to teachers to ensure that their Tier 1 instruction is solid. Strategy's Expected Result/Impact: Gold on Reading SIG in at least one anchor statement and developing in all other areas. Staff Responsible for Monitoring: Administrators RLA Coach Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3, 4 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Kindergarten Teachers will be attending Tx-Kea Virtual Training provided by Region 4: Phonological Awareness: Instructional Activities for Use Throughout the Day!, Differentiation and Scaffolding Using the txKea Strategy's Expected Result/Impact: These trainings will allow teachers to support our Kindergarteners in their foundational skills for reading. Staff Responsible for Monitoring: RLA Coach Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: K-2 Teachers will utilize Bridge to Reading Foundational Skills as a resource to support word study in their classroom. Strategy's Expected Result/Impact: Students will increase their reading levels and become more confident in their reading abilities. Staff Responsible for Monitoring: Teachers RLA Coach Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4 Funding Sources: Heggerty: Bridge to Reading Foundational Skills - 211 - Title 1-A - \$30,600		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 4 Problem Statements:

Student Learning
Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. Root Cause: Vertical alignment of essential vocabulary is not being utilized with all grade levels.
Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. Root Cause: Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.
Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading.
Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.

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

Performance Objective 5: There will be a 10% increase in the number of students who meet and master grade-level curriculum on the 2023-2024 Reading STAAR assessment.

Evaluation Data Sources: 2024 Closing the Gaps Report

Strategy 1 Details	Reviews			
Strategy 1: Teachers will lead an effective and efficient collaborative team meeting twice a week that focuses on the four essential PLC questions. What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Strategy's Expected Result/Impact: Goal Standard on SIG Increase in student achievement on CSA's Increase in the met targets on closing the achievement gaps report. Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 3, 4 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through the implementation and use of the campus data protocol, teachers will be able to thoroughly analyze student data in order to group students based on their needs and ensure that they are focusing on growing all students. Strategy's Expected Result/Impact: There will be a 10% increase in the number of students who meet and master grade-level curriculum on the 2022-23 Reading and Math STAAR assessment. Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: After analyzing the data from CFA and CSA, teams will answer the Essential Question, "What do we do when they already know it?" This will create a systematic approach to creating and implementing extension and enrichment activities and will implement during campus TREA time. Strategy's Expected Result/Impact: Those students that have been at approaches or above, will show growth in the IDM data, Universal Screeners, and standardized testing. Staff Responsible for Monitoring: Teachers, Coaches, Principals Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 3 Funding Sources: Instructional Coaches - Title I Part A		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading. Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.





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

Performance Objective 6: By May 2024, 80% of 3rd, 4th, and 5th-grade students will meet or exceed their project growth in Science.

Evaluation Data Sources: NWEA quintile report

Strategy 1 Details	Reviews			
Strategy 1: All grade levels will utilize the unit plan design in order to ensure that they are teaching their essential standards with fidelity. Strategy's Expected Result/Impact: More students will master their essential standards Staff Responsible for Monitoring: Teachers Math/Science Coach Adminstration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 5 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be utilizing hands-on activities utilizing various resources such as Stemsscopes and materials in lab. Strategy's Expected Result/Impact: Students' MAP results show an increase in growth in their understanding of standards. Staff Responsible for Monitoring: Math/Science Coach Teachers Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5 Funding Sources: Science Materials - 211 - Title 1-A - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Staff Members will attend CAST to gain new insight into ways to grow our students in their Science essential standards. Strategy's Expected Result/Impact: Teachers will gain other ways to support students in their essential standards. Staff Responsible for Monitoring: Math/Science Coach Teachers Administration Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5 - School Processes & Programs 3 Funding Sources: CAST - 211 - Title 1-A - \$1,425		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Grades 3rd through 5th will utilize a daily science review to help support students in problem-solving, vocabulary, and justification. Strategy's Expected Result/Impact: Student's MAP results will show students meeting or exceeding their projected growth. Staff Responsible for Monitoring: Teachers Math/Science Coach Admin. Problem Statements: Student Learning 5 Funding Sources: Science Penguin - 211 - Title 1-A - \$999	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 5: Students lack the opportunity to explore Science topics through hands-on/tangible activities. Root Cause: Science has not been a consistent priority throughout grades K-4.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.

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

Performance Objective 1: By June 2024, 75% of the parents will respond as a 3 or higher on the district survey that effective communication between school and home was consistent.

Evaluation Data Sources: EOY Parent Survey 2024

Strategy 1 Details	Reviews			
Strategy 1: Teachers and/or grade levels will send a weekly newsletter or update about what students are doing and learning for the upcoming week. Teams will come up with weekly/daily behavior reports for parents to be in the loop with students' behaviors and work ethic. Strategy's Expected Result/Impact: Increase Parent Communication Staff Responsible for Monitoring: Teacher ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The administration will ensure that communication is utilized with Blackboard (email, text, and call out), Monthly Parent Newsletters, Monthly print out of upcoming activities, Activities on the School's website at least 2 weeks prior to the event, and Twitter and School Facebook page to help support communication. Strategy's Expected Result/Impact: Parents will be aware of upcoming events and communication between school and parents will increase on the survey. Staff Responsible for Monitoring: Administration Instructional Coaches Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	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:

Demographics

Problem Statement 1: Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education. **Root Cause:** Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.

Perceptions





Problem Statement 1: The utilization of requesting support for students increased and caused out-of-class placement to increase **Root Cause:** Teachers need support in Tier 1 behavior interventions, along with support for students with Tier 2 and 3 behaviors.

Problem Statement 2: Parents struggle to remain involved due to a lack of understanding of the parent portal, parent app., and how to seek assistance or support for their student.
Root Cause: The campus has not sent a variety of ways to support or model how to get this information.

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

Performance Objective 2: CCH will host a multitude of family engagement nights in order to foster parental understanding of ways to support their students and bring back parental involvement (Math/Reading Night, STEAM Night, Fall Festivals, Awards, Family Fun Nights, and Day Activity Events).

Evaluation Data Sources: Sign-In Sheets, Flyers, PowerPoints, Spending Reports

Strategy 1 Details	Reviews			
Strategy 1: Committee members will ensure that items are purchased, Invites are sent out, and communicated with the staff and parents. Strategy's Expected Result/Impact: Parents are able to find out ways to help support their student's academic growth and increase parental involvement Staff Responsible for Monitoring: Committees Teachers Administrators Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: STEAM Night Materials for Spring - Title I Part A - \$3,000, Awards- Academic, Spelling Bee, Student of the Month. - 199 - General Fund - \$1,000, Reading and Math Night - Title I Part A - \$3,000, Family Festive Dance Party - Local - \$800, Funding for Parent Academy Nights - Title I Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide Parent Academies to help parents with various tools to support their child(ren)'s academic and behavioral growth. Strategy's Expected Result/Impact: Parents will have ways to support their students in their grade level essential standards, along with ways to support any gaps or enrichment that their student needs. Staff Responsible for Monitoring: Administration Instructional Coaches Teachers Problem Statements: Student Learning 1, 2, 3, 4, 5 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. Root Cause: Vertical alignment of essential vocabulary is not being utilized with all grade levels.</p> <p>Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. Root Cause: Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.</p> <p>Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading.</p> <p>Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.</p> <p>Problem Statement 5: Students lack the opportunity to explore Science topics through hands-on/tangible activities. Root Cause: Science has not been a consistent priority throughout grades K-4.</p>
Perceptions
<p>Problem Statement 2: Parents struggle to remain involved due to a lack of understanding of the parent portal, parent app., and how to seek assistance or support for their student. Root Cause: The campus has not sent a variety of ways to support or model how to get this information.</p>

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

Performance Objective 3: By the end of the 2023-24 school year, a parent involvement committee will help support the growth of our campus in our campus improvement and bridging the home and school connection.

Evaluation Data Sources: sign in sheets, spending reports, parent volunteer report from office

Strategy 1 Details	Reviews			
Strategy 1: Invite parents to committee and events Strategy's Expected Result/Impact: Get more parents interested in volunteering in the school Staff Responsible for Monitoring: Committee, Counselor, Coaches, Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The parent engagement committee will work with parents in setting up times to volunteering at the campus for various activities. Strategy's Expected Result/Impact: The community and parents will be more of a part of the school and eventually, a PTO will be created Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: At the end of the year, the committee will consult with parents and families in the development, review and revision, and evaluation of the schoolwide Plan/Campus Improvement Plan and Parent Engagement Policies Strategy's Expected Result/Impact: To get input from parents in order to gain insight on how to help support students in a variety of ways. Staff Responsible for Monitoring: Principal Title I: 4.1 Problem Statements: Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Parents struggle to remain involved due to a lack of understanding of the parent portal, parent app., and how to seek assistance or support for their student. Root Cause: The campus has not sent a variety of ways to support or model how to get this information.

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

Performance Objective 4: By the end of each 9 week grading period, teachers will have documented communication with parents regarding students academic and/or behavioral performance in and out of classroom.

Evaluation Data Sources: Emails, communication logs, parent/teacher conferences (in person/phone), Dojo/Remind, Progress reports, weekly Monday Folder.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will make parent calls to parents to keep them updated with students' academic and behavioral growth and development. Teams will come up with ways to communicate student's growth and will send home MAP/TxKea&TEMI results after each universal screener Strategy's Expected Result/Impact: Increase parent communication Staff Responsible for Monitoring: Teachers, Counselor, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 3, 4 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:





Student Learning
Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. Root Cause: Vertical alignment of essential vocabulary is not being utilized with all grade levels. Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading. Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.
Perceptions
Problem Statement 2: Parents struggle to remain involved due to a lack of understanding of the parent portal, parent app., and how to seek assistance or support for their student. Root Cause: The campus has not sent a variety of ways to support or model how to get this information.

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

Performance Objective 5: By June 2023, CC Hardy's campus attendance percentage will be at 94% for the school year.

High Priority

Evaluation Data Sources: TEAM report of percentages, weekly and monthly checks through TEAMs program.

Strategy 1 Details		Reviews			
Strategy 1: The campus will be implementing academic celebrations throughout the year to support individual, class, grade, and whole school's high percentage of attendance. Strategy's Expected Result/Impact: Students will celebrate their presence in the school and increase their results in universal screeners and in essential standards knowledge. Staff Responsible for Monitoring: Administration Register Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Student Funds for purchases of rewards - Local		Formative			Summative
		Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education. Root Cause: Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.

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

Performance Objective 1: By the end of the 2024 school year, 100% of teachers will be certified in ESL.





Evaluation Data Sources: TEA certification

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with information in regards to training of ESL courses. Strategy's Expected Result/Impact: Teachers will pass their ESL certification test. Staff Responsible for Monitoring: Teachers, Principal, HR TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

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

Performance Objective 2: By the end of the 2023-2024 school year, 100% of teachers in grades K-5 will receive professional development training to assist them with reading, math, writing, and/or science instruction in order to increase student performance.





Evaluation Data Sources: Sign- In Sheets, Walk-Throughs, PowerPoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training through Faculty Meetings, Professional Development Days, Strategy Training in CTTs, and Professional Development provided by coaches. Strategy's Expected Result/Impact: Teachers will gain knowledge to support student's academic and behavioral growth. Staff Responsible for Monitoring: Teachers, Coaches, Principals Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: By the end of the 2023- 2024 school year, 100% of bilingual teachers will be highly certified in their content area.

Evaluation Data Sources: TEA Certification Report

Strategy 1 Details	Reviews			
Strategy 1: Bilingual Training provided by District and supporting teachers for upcoming training. Strategy's Expected Result/Impact: All Bilingual Teachers will be certified Staff Responsible for Monitoring: Teachers, Principals. Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will ensure that bilingual teachers receive their needed certification and higher highly qualified bilingual teachers. Strategy's Expected Result/Impact: Emergent Bilingual students will continue to grow in the TELPAS results, along with strengthening their academic growth in both English and Spanish. Staff Responsible for Monitoring: Teachers Bilingual Coach Principals Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Several teachers on campus are not fully certified in Bilingual Education or ESL Root Cause: The teachers are needing support in the completion of their Bilingual certification/ ESL.

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

Performance Objective 1: 100% of CCH's funds will be spent for the overall improvement of the campus, address student's academic/socio-emotional needs, and the professional development of teachers.

Evaluation Data Sources: Monthly Budget Report

Strategy 1 Details	Reviews			
Strategy 1: Utilize funding for professional development to increase knowledge of content for teachers to improve instruction for writing proficiency for all students. Strategy's Expected Result/Impact: Increased student proficiency in writing. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3 Funding Sources: High-Impact Teams in a PLC at Work Institute - 211 - Title 1-A - \$14,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will utilize services through Solution Tree in order to provide support in Tier 1 instruction, Coaching for Math and Reading, and work with a Solution Tree PLC consultant in order to ensure the right PD and supports are provided for teacher growth and student success. Strategy's Expected Result/Impact: Administration will help teachers in further developing the PLC process. Staff Responsible for Monitoring: Campus administration and leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3 Funding Sources: Solution Tree Priority Schools Contract - ESSER - \$150,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: The campus will provide Academic Celebrations throughout the school year. Strategy's Expected Result/Impact: Increase academic Growth. Staff Responsible for Monitoring: Teachers Counselor Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: STAAR Pep Rally - 211 - Title 1-A - \$750, Certificates for Virtual and End of the Year Awards. - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: The Principal and Assistant Principal will attend the TEPSA Summer Conference in order to gain knowledge and skills to help support student and staff growth. Strategy's Expected Result/Impact: Administration will be able to utilize the training receive to best support both student and staff growth. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 Funding Sources: TEPSA Conference - Title I Part A - \$800, Lodging and Travel - Title I Part A - \$1,800, TEPSA Members for AP and Principal - Local - \$778		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Title 1 Crate Strategy's Expected Result/Impact: Used to upload all evidence of Title 1 funds, parent engagement, and professional development for staff. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Title 1 Crate - 211 - Title 1-A - \$550		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Trainings through Region 6 and 4 to help impact academic growth. Strategy's Expected Result/Impact: Staff will come back and share learning to grow ALL staff in ways to support student achievement. Staff Responsible for Monitoring: Principal Coaches Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3 - Perceptions 1 Funding Sources: Training for staff - Title I Part A - \$3,500		Formative			Summative
		Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Utilizing science hands-on activities to grow students in essential standards for Science. Strategy's Expected Result/Impact: Science CFA and CSA will show a higher mastery level, STAAR and MAP science scores will show growth for 5th grade. Staff Responsible for Monitoring: Principals Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 5 Funding Sources: Science materials - 211 - Title 1-A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize funding for everyday usage, student furniture, Staff Development Strategy's Expected Result/Impact: Students will receive needed items and staff will be able to utilize training to help student growth Staff Responsible for Monitoring: Principal Coaches Teacher Title I: 2.4, 2.6 Funding Sources: Office Machines and Furniture - 199 - General Fund - \$33,593, P.E., Art, Music, Science, and Math Supplies - 199 - General Fund - \$700, Principal Supplies and Office Operational Supplies - 199 - General Fund - \$3,100, Counselor Training and Tools - 199 - General Fund - \$1,590, Reading Materials and Library Supplies - 199 - General Fund - \$2,650, Staff Development, resources, and travel - 199 - General Fund - \$6,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Use funds to purchase resources for teachers to support rigorous questioning and activities to support student academic success. Strategy's Expected Result/Impact: Increase in MAP and STAAR data. Staff Responsible for Monitoring: Administration Coaches Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 3 Funding Sources: Lowman Education - 211 - Title 1-A - \$4,500, Lead4ward playlist - 211 - Title 1-A - \$250, Heggerty Bridge to Reading K=2nd - 211 - Title 1-A - \$31,111.10, Hand-2-Mind RLA materials - 211 - Title 1-A - \$849.95		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education. Root Cause: Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.
Student Learning
Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. Root Cause: Vertical alignment of essential vocabulary is not being utilized with all grade levels.
Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. Root Cause: Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.
Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading.
Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.
Problem Statement 5: Students lack the opportunity to explore Science topics through hands-on/tangible activities. Root Cause: Science has not been a consistent priority throughout grades K-4.

School Processes & Programs

Problem Statement 2: Students struggle to process their internal emotions due to a lack of opportunity to practice this in a social setting. **Root Cause:** Students are not receiving intentional essential behaviors through Tier 1 instruction.

Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction **Root Cause:** Students are not meeting academic expectations on STAAR.

Perceptions





Problem Statement 1: The utilization of requesting support for students increased and caused out-of-class placement to increase **Root Cause:** Teachers need support in Tier 1 behavior interventions, along with support for students with Tier 2 and 3 behaviors.

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

Performance Objective 1: By the end of the 2023-2024 school year, student referrals will decrease by 10% in the reporting category of aggression.

Evaluation Data Sources: TEAMs data report

Strategy 1 Details	Reviews			
Strategy 1: Specified SEL time built into the daily schedule, including Special teams implementing scenarios to support student social skills acquisition and teachers implementing EQ essential standards. Strategy's Expected Result/Impact: Students increase in emotional intelligence and utilizing coping skills/strategies learned. Staff Responsible for Monitoring: Teachers, Principals, Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue utilizing PBIS strategies, Behavior Coalition Tier 1 best practices, and Tier 2 interventions. Specified universal expectations will be posted and taught to ALL students. Staff will create videos for expected school-wide behaviors to share with students to ensure all students are following Tier 1 expected behaviors. Strategy's Expected Result/Impact: There will be fewer discipline referrals in the systems and more positive office referrals Staff Responsible for Monitoring: Teachers, Staff, Principals, Counselor. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use of Leadership Academies for Tier 2 interventions and behavior paraprofessionals for Tier 3 behavior intervention. Strategy's Expected Result/Impact: Office referrals will decrease Students will show an increase in emotional regulation Staff Responsible for Monitoring: Administration Counselor Behavior Paraprofessional Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: In order to continue growing those that are exhibiting advanced expected behaviors, the campus will utilize a Tier 2 enrichment program that will have exemplary students become our student Ambassadors for the campus. (K-1st will be within their grade level/class and grades 2nd-5th will be utilized throughout the campus). Strategy's Expected Result/Impact: Students will gain more ownership of the campus and have input on campus decisions. Staff Responsible for Monitoring: Counselor Teachers Administration Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	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:





Perceptions

Problem Statement 1: The utilization of requesting support for students increased and caused out-of-class placement to increase **Root Cause:** Teachers need support in Tier 1 behavior interventions, along with support for students with Tier 2 and 3 behaviors.

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

Performance Objective 2: 100 % of teachers will implement SEL through the use of Character Strong and Restorative Circles by June 2024.

Evaluation Data Sources: Walkthroughs, PBIS/Behavior Coalition data, and specified time within grade level schedules.

Strategy 1 Details		Reviews			
Strategy 1: All teachers will utilize the Character Strong lesson along with morning meeting slides provided by the school counselor. Strategy's Expected Result/Impact: Students will receive skills to help them improve social interactions. Staff Responsible for Monitoring: Teachers, Counselors, Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 1 Funding Sources: Character Strong - ESSER - \$499		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Students struggle to process their internal emotions due to a lack of opportunity to practice this in a social setting. Root Cause: Students are not receiving intentional essential behaviors through Tier 1 instruction.
Perceptions
Problem Statement 1: The utilization of requesting support for students increased and caused out-of-class placement to increase Root Cause: Teachers need support in Tier 1 behavior interventions, along with support for students with Tier 2 and 3 behaviors.

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

Performance Objective 3: By June of 2024, 90% of teachers will utilize a variety of behavioral interventions and create behavior SMART goals in order to help support students' social-emotional needs.

Evaluation Data Sources: CTT agendas, Behavior Coalition trainings

Strategy 1 Details	Reviews			
Strategy 1: BOY Training will include providing teachers with a behavior toolkit to support students in all Tiers of Behavior. Strategy's Expected Result/Impact: The amount of office referrals will decrease as positive office referrals will increase. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Throughout the year, teachers will be given behavior briefs that will help promote positive behavior support strategies from various members from the campus and/or district. Strategy's Expected Result/Impact: Teachers will be given tools to help support student in their social/emotional needs. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Students struggle to process their internal emotions due to a lack of opportunity to practice this in a social setting. Root Cause: Students are not receiving intentional essential behaviors through Tier 1 instruction.

Perceptions

Problem Statement 1: The utilization of requesting support for students increased and caused out-of-class placement to increase **Root Cause:** Teachers need support in Tier 1 behavior interventions, along with support for students with Tier 2 and 3 behaviors.

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

Performance Objective 4: By June 2024, the office will receive at least 20 positive office referrals (Wildkat Wows) per month.

Evaluation Data Sources: Wildkat Wows increase
Student of the Month participation increases
Fewer Referrals

Strategy 1 Details	Reviews			
Strategy 1: Utilize a variety of incentives to improve positive behaviors. Strategy's Expected Result/Impact: Increase in positive behavior. Staff Responsible for Monitoring: Principals Counselor Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Treasure Tower - Local - \$1,000, Print out for Wildkat Wows - 199 - General Fund - \$200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize student of the month incentive to improve positive student behaviors. Strategy's Expected Result/Impact: Increase Parent Involvement Increase Appropriate Behaviors Decrease Referrals Staff Responsible for Monitoring: Front Office Teachers Counselor Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Treats and incentives - Local - \$800, Print out for award - 199 - General Fund - \$75	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All students will have the opportunity to earn a 9-week positive behavior party, along with earning items throughout the 9 weeks, that will celebrate students who exhibited our Hardy Core Values and followed school-wide expectations. Strategy's Expected Result/Impact: Positive behaviors will increase and we will see a decrease in office referrals. Staff Responsible for Monitoring: Teachers Counselor Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Materials for 9 weeks parties and items earned from punch card - Local - \$3,000	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 4 Problem Statements:

Perceptions
Problem Statement 1: The utilization of requesting support for students increased and caused out-of-class placement to increase Root Cause: Teachers need support in Tier 1 behavior interventions, along with support for students with Tier 2 and 3 behaviors.

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 27 % to 44% by August 2024.

Performance Objective 1: 80% of students in K will show growth based on their TxKEA results

Evaluation Data Sources: TxKEA

Strategy 1 Details	Reviews			
Strategy 1: Students will receive consistent intervention/remediation on specified essential standards as determined by student data. Strategy's Expected Result/Impact: Student growth on essential standards Staff Responsible for Monitoring: Teachers, Coaches, Administrators Title I: 2.4, 2.6 Problem Statements: Student Learning 3, 4 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: K students will receiving support with reading strategies by utilizing Heggerty Strategy's Expected Result/Impact: Students will increase knowledge of rhymes, deletions, additions to words, and sounds. Staff Responsible for Monitoring: Administration RLA Coach Teachers Title I: 2.4, 2.6 Problem Statements: Student Learning 3, 4 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading.





Student Learning
Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.

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 27 % to 44% by August 2024.

Performance Objective 2: 95% off all of 1st -3rd grade students will show growth on the MAP reading data from BOY to EOY.

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
Strategy 1: Students will receive consistent intervention/remediation/enrichment/acceleration on specified essential standards as determined by student data. Strategy's Expected Result/Impact: Student growth on essential standards Staff Responsible for Monitoring: Teachers, Coaches, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 3 Funding Sources: NWEA - ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will receive consistent guided reading support and differentiated instruction according to reading levels. Strategy's Expected Result/Impact: Students will show growth in reading fluency and comprehension. Staff Responsible for Monitoring: Teachers, Coaches, Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 3, 4 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 1-2 Grade teachers will use Heggerty to support students understanding of words and rhymes to help support reading. Strategy's Expected Result/Impact: Administration Coaches Teachers Funding Sources: Online Support for Heggerty renewal - Title I Part A - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. Root Cause: Vertical alignment of essential vocabulary is not being utilized with all grade levels.
Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. Root Cause: Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.
Problem Statement 3: CC Hardy students have difficulty remaining motivated to maintain a love of reading. Root Cause: Time is not given to allow students the opportunity to enjoy what they are reading.
Problem Statement 4: Students struggle to efficiently and effectively decode words in order to improve their reading fluency. Root Cause: Students are struggling with phonemic and phonological awareness in order to become more fluent readers, thus building comprehension.
Problem Statement 5: Students lack the opportunity to explore Science topics through hands-on/tangible activities. Root Cause: Science has not been a consistent priority throughout grades K-4.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.

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 27 % to 44% by August 2024.

Performance Objective 3: All K through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

High Priority

Evaluation Data Sources: Evident through tracking via TEA and teacher turning in certificates

Strategy 1 Details	Reviews			
Strategy 1: Teachers will stay current on Reading Academy curriculum and assignments in order to effectively complete the course in a timely manner. Strategy's Expected Result/Impact: All teachers will successfully complete the course and be able to incorporate their new learning within their instruction. Staff Responsible for Monitoring: Teachers, Coaches, Administrators Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.

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 33% to 46% by June 2024.

Performance Objective 1: 95% of all K students will show growth in the skills assessed in the TEMI assesement.

HB3 Goal

Evaluation Data Sources: TEMI report

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten teachers will ensure that they are teaching essential standards thoroughly through utilizing unit plans, focusing on foundation number skills. Strategy's Expected Result/Impact: An increase of students' knowledge of the foundations of numbers. Staff Responsible for Monitoring: Teachers, Math Coach, Principals ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize Math manipulative, Waterford, Math Seeds, and Small group instruction to support growth in essential standards. Strategy's Expected Result/Impact: Increase growth in TEMI Staff Responsible for Monitoring: Administration Coach Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 3 Funding Sources: Edmentum- Exact Path, Study Island - ESSER, Math Seeds and Reflex renewal - Title I Part A	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
Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. Root Cause: Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.





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 33% to 46% by June 2024.

Performance Objective 2: 90% of 1st- 3rd grade students will show growth from the BOY to EOY MAP assessment.

HB3 Goal

Evaluation Data Sources: MAP data report

Strategy 1 Details	Reviews			
Strategy 1: Teachers will increase their understanding of DMR and problem solving through training in the Math SIG and feedback from the math coach and principals. Strategy's Expected Result/Impact: MOY and EOY MAP scores will increase throughout the year. Staff Responsible for Monitoring: Teachers, Math Coach, Principals Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the learning continuum and student individual reports in order to create specific interventions needs for student growth. Strategy's Expected Result/Impact: Students will show growth in MAP and through the Data Trackers done on CSAs and CFAX Staff Responsible for Monitoring: Administration Coaches Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize manipulative, Math Seeds, Math Fluency, Small group, and Hands-on Math to support students growth in essential standards. Strategy's Expected Result/Impact: Growth in MAP RIT More students reach mastery of essential standards Staff Responsible for Monitoring: Administration Coaches Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will show a thorough understanding of DMR and problem solving through teacher's training in the Math SIG and feedback from the math coach and principals. Strategy's Expected Result/Impact: MOY and EOY MAP scores will increase throughout the year. Staff Responsible for Monitoring: Teachers, Math Coach, and Principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students struggle with determining the operations of word problems due to limited exposure to academic and non-academic vocabulary. Root Cause: Vertical alignment of essential vocabulary is not being utilized with all grade levels.
Problem Statement 2: Students are not making a connection between the concrete to the abstract representation and this disconnect is effective in their operational fluency. Root Cause: Students are struggling with fluency in operations due to being expected to utilize abstracts prior to mastering an understanding with concrete materials.
School Processes & Programs
Problem Statement 3: Teachers are needing a more comprehensive understanding of effective Tier 1 instruction Root Cause: Students are not meeting academic expectations on STAAR.

Goal 8: By June 2024, CC Hardy will increase their yearly attendance to 94%.

Performance Objective 1: Students will increase their understanding of the importance of regular school attendance through individual, class, grade level, and school-wide incentives.

High Priority
Evaluation Data Sources: TEAMs reports.

Strategy 1 Details	Reviews			
Strategy 1: Individuals will be given brag tags for excellent attendance per 9 weeks (did not miss more than 1 day) Strategy's Expected Result/Impact: Students are celebrated for their commitment to their learning and continue to value the importance of their regular attendance in school Staff Responsible for Monitoring: Registrar Teachers Administration Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Classes will spell out the word ATTEND to receive a class reward for each day that they have 100%. Strategy's Expected Result/Impact: Students are celebrated for their commitment to their learning and continue to value the importance of their regular attendance in school Staff Responsible for Monitoring: Registrar Teachers Administration Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Incentives for this reward - Local - \$200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Incentives for grade and school will be created through the attendance committee to support this goal. Strategy's Expected Result/Impact: Students are celebrated for their commitment to their learning and continue to value the importance of their regular attendance in school Staff Responsible for Monitoring: Registrar Teachers Administration Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	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:

Demographics
Problem Statement 1: Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education. Root Cause: Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.





Goal 8: By June 2024, CC Hardy will increase their yearly attendance to 94%.

Performance Objective 2: Through weekly reports ran via our TEAMS program, students' attendance will be monitored to ensure regular attendance is a priority.

High Priority

Evaluation Data Sources: TEAMS attendance report

Strategy 1 Details	Reviews			
Strategy 1: Teachers will call parents after 3 absences to discuss how might they support the students and families and receive a letter from the campus in regard to the dates of absences. Strategy's Expected Result/Impact: To build rapport with families and ensure two-way communication is valued. Staff Responsible for Monitoring: Teachers Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: At 5 unexcused absences, the parents will be called in to have a meeting with the administration to come up with an attendance plan to support students attending school regularly. Strategy's Expected Result/Impact: Students will be able to gain support in ensuring that regular attendance to school is seen as vital to their academic growth. Staff Responsible for Monitoring: Registrar Teachers Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: At 10 absences or more, students will have the opportunity to make up missed time through after-school tutoring and if absences continue could result in filing for truancy. Strategy's Expected Result/Impact: Students will be able to gain support in ensuring that regular attendance to school is seen as vital to their academic growth. Staff Responsible for Monitoring: Registrar Teachers Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students have difficulty maintaining stamina throughout the school week/year due to a misunderstanding of the value of education. Root Cause: Effective two-way communication is not being used with fidelity in order to ensure that all stakeholders understand the importance of students being present for the required amount of time.
Perceptions
Problem Statement 2: Parents struggle to remain involved due to a lack of understanding of the parent portal, parent app., and how to seek assistance or support for their student. Root Cause: The campus has not sent a variety of ways to support or model how to get this information.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Van Zandt	Technology Innovation Coach	Title 1	\$ 65,000.00
Beth Puckett	Math Instructional Coach	Title 1	\$65,000.00
Courtney Simard	RLA Instructional Coach	Title 1	\$65,000.00

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paper for Printing Goal sheets		\$200.00
1	1	2	DRA		\$0.00
1	1	2	TEMI		\$0.00
1	1	2	Folders for students		\$1,100.00
1	1	2	Paper for copies of Progress Monitoring		\$350.00
1	1	2	Tx-Kea		\$0.00
1	2	2	Hands-on Math		\$1,630.00
2	2	1	Awards- Academic, Spelling Bee, Student of the Month.		\$1,000.00
4	1	3	Certificates for Virtual and End of the Year Awards.		\$0.00
4	1	8	Counselor Training and Tools		\$1,590.00
4	1	8	P.E., Art, Music, Science, and Math Supplies		\$700.00
4	1	8	Office Machines and Furniture		\$33,593.00
4	1	8	Reading Materials and Library Supplies		\$2,650.00
4	1	8	Staff Development, resources, and travel		\$6,000.00
4	1	8	Principal Supplies and Office Operational Supplies		\$3,100.00
5	4	1	Print out for Wildkat Wows		\$200.00
5	4	2	Print out for award		\$75.00
Sub-Total					\$52,188.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Scholastic Online and Magazine		\$9,838.76
1	1	7	Parent Academy Nights		\$3,000.00
1	4	6	Heggerty: Bridge to Reading Foundational Skills		\$30,600.00
1	6	2	Science Materials		\$2,000.00
1	6	3	CAST		\$1,425.00
1	6	4	Science Penguin		\$999.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	High-Impact Teams in a PLC at Work Institute		\$14,000.00
4	1	3	STAAR Pep Rally		\$750.00
4	1	5	Title 1 Crate		\$550.00
4	1	7	Science materials		\$2,000.00
4	1	9	Lowman Education		\$4,500.00
4	1	9	Hand-2-Mind RLA materials		\$849.95
4	1	9	Lead4ward playlist		\$250.00
4	1	9	Heggerty Bridge to Reading K=2nd		\$31,111.10
Sub-Total					\$101,873.81
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Paper for creating goals sheets		\$200.00
2	2	1	Family Festive Dance Party		\$800.00
2	5	1	Student Funds for purchases of rewards		\$0.00
4	1	4	TEPSA Members for AP and Principal		\$778.00
5	4	1	Treasure Tower		\$1,000.00
5	4	2	Treats and incentives		\$800.00
5	4	3	Materials for 9 weeks parties and items earned from punch card		\$3,000.00
8	1	2	Incentives for this reward		\$200.00
Sub-Total					\$6,778.00
Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coaches		\$0.00
1	1	3	Instructional Coaches		\$0.00
1	1	4	Instructional Coaches		\$0.00
1	1	5	Instructional Coaches		\$0.00
1	1	7	Materials for Reading/Math Night- Parent Engagement		\$1,500.00
1	2	1	Instructional Coaches		\$0.00
1	2	5	Math Seeds- renewal		\$3,295.00
1	2	5	Braining camp-online manipulatives- campus site license		\$650.00

Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Coaches		\$0.00
1	3	2	Math Seeds		\$0.00
1	3	3	Instructional Coaches		\$0.00
1	3	4	Instructional Coaches		\$0.00
1	4	1	Instructional Coaches		\$0.00
1	4	3	Instructional Coaches		\$0.00
1	5	3	Instructional Coaches		\$0.00
2	2	1	Reading and Math Night		\$3,000.00
2	2	1	Funding for Parent Academy Nights		\$3,000.00
2	2	1	STEAM Night Materials for Spring		\$3,000.00
4	1	4	TEPSA Conference		\$800.00
4	1	4	Lodging and Travel		\$1,800.00
4	1	6	Training for staff		\$3,500.00
6	2	3	Online Support for Heggerty renewal		\$500.00
7	1	2	Math Seeds and Reflex renewal		\$0.00
Sub-Total					\$21,045.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	NWEA		\$9,000.00
1	1	6	Instructional Coaches		\$0.00
1	1	6	Edmentum- Exact Path, Reading Eggs, Study Island		\$9,000.00
1	2	2	Edmentum- Exact Path, Study Island		\$0.00
1	2	4	NWEA		\$0.00
1	3	1	NWEA		\$0.00
4	1	2	Solution Tree Priority Schools Contract		\$150,000.00
5	2	1	Character Strong		\$499.00
6	2	1	NWEA		\$0.00
7	1	2	Edmentum- Exact Path, Study Island		\$0.00
Sub-Total					\$168,499.00