

Brownsboro Independent School District
Chandler Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

BISD will encourage, empower, and equip all students to achieve their full potential.

Legal References

Each School district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each School year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Vision

Better today.... greater tomorrow.

Value Statement

We Believe:

Every student is a perfect creation who deserves a chance

Every child has value and deserves the very best we can give

Everyone matters at Brownsboro ISD

A small-town atmosphere leads to stronger relationships

We are a family-community-first district

The BISD community will support anything that benefits students

We use different measures of success than just test scores

Out of the box thinking excites students and teachers

Facilities are not a measure of what can happen inside them

We can be the "go to" district

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus needs assessment was conducted in August 2022. Teams of Chandler Elementary staff members met to identify the campus's areas of strengths and needs. Each team determined the three greatest areas of need for improving student achievement.

Teams collaborated and used campus data to focus on all students, including each specific student sub-group; economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and limited English proficient students. State standards, local instructional practices, professional development opportunities

The top three needs from each area were reviewed by the Campus Educational Improvement Committee. The CEIC collaborated and agreed upon the top three campus needs. The top three needs were submitted to the district for review by the District Educational Improvement Committee. All collected information has been used to determine the 2022-2023 Campus Improvement Plan goals and strategies.

22-23 CEIC Summary of Findings

1. Provide students with ongoing reading and math support based on formative and summative assessment data through small group instruction, research-based instructional strategies, and utilizing intervention teachers to meet the needs of all students.
2. Provide teachers with ongoing reading and math curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as ongoing support with technology applications and computer literacy for teachers and students.
3. Provide additional opportunities for parental involvement through scheduled events and ongoing support through utilizing the ParentSquare communication platform

Demographics

Demographics Summary

From 2022-2023

Chandler Elementary School serves students in Head Start, Pre-Kindergarten, Kindergarten, and 1st - 3rd Grades. Currently there are 413 students enrolled. Students are served in self-contained classrooms.

- * 68% Economically Disadvantaged
- * 5% English Language Learners
- * 20% Hispanic
- * 70% White
- * 4% African American
- * 3% Multi
- * 1% American Indian
- * 1% Other
- * 18% Mobility Rate

The Demographics Campus Needs Assessment Committee consisted of the following members.

- Eileen Reid - 1st Grade Teacher
- Rebecca Pagitt - 1st Grade Teacher
- Shanon Green - 1st Grade Teacher
- Kaitlyn Johnson - 2nd Grade Teacher

Demographics Strengths

Strengths

- 1. Supporting new staff members
 2. Positive climate and culture
 3. Many teachers with multiple years of experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased SpEd support

Problem Statement 2: Bridge the gap between school/community

Problem Statement 3: Resources for expanding low socioeconomic status

Student Achievement

Student Achievement Summary

Local, State and Federal data was reviewed in August 2022.

The Student Achievement Committee consisted of the following members.

- Kayle Beebe - 1st Grade Teacher
- Lauren Hall - Head Start Teacher
- Trista Thomison - RTI Teacher
- Nina Hines - Behavior RTI Teacher

Student Achievement Strengths

Strengths

- 1. EB students showed growth
 2. Campus received overall B rating
 3. We had over 50% of our 3rd graders at the Meets level or higher on the reading and math STAAR assessments

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Provide students with ongoing reading and math support based on formative and summative assessment data through small group instruction, research based instructional strategies, and utilizing intervention teachers to meet the needs of all students.

Problem Statement 2: SpEd-DNQ support

Problem Statement 3: Continued support through Rtl/behavior

Problem Statement 4 (Prioritized): Provide teachers with ongoing reading and math curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students.

School Culture and Climate

School Culture and Climate Summary

Students enjoy being at school and are excited about activities and events taking place. The staff is positive and campus morale is high.

The School Culture and Climate Committee consisted of the following members.

- Tabatha Reese - PE Teacher
- Megan Ashcraft - Music Teacher
- Toni Williams - 3rd Grade Teacher
- Julie McLean - Kindergarten Teacher

School Culture and Climate Strengths

Strengths

- Supportive and Innovation Administration
- Highly qualified staff
- Encouraging and friendly staff
- Strong PTA board

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to continue monthly morale incentives for teachers and staff.

Problem Statement 2: Use a common language across campus for school expectations.

Problem Statement 3: Attainable and tangible reward system

Problem Statement 4 (Prioritized): Provide opportunities for students to be more involved around the campus through campus wide programs or leadership opportunities. Ex: Recycle Rangers, Peer-Tutors, Greeters, Etc.

Problem Statement 5 (Prioritized): Provide teachers with ongoing reading and math curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Staff Quality, Recruitment, and Retention Committee consisted of the following members.

- Beth Adair - 3rd Grade Teacher
- Christa Moore - Special Ed. Teacher
- Taylor Pyle - 2nd Grade Teacher

Staff Quality, Recruitment, and Retention Strengths

Strengths

- BISD Mentor program
- Reading Academy training
- Elementary Math consultant

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: grade level professional development

Problem Statement 2: ESL certification for teachers

Problem Statement 3: Teacher input on student placement

Problem Statement 4 (Prioritized): Provide teachers with ongoing reading and math curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data drives our instruction, how we adjust our instruction, and guides RtI decisions. Student growth is our focus.

The Curriculum, Instruction, and Assessment Committee consisted of the following members.

- Felicia Gottschalk - RTI Teacher
- Kamron Covington - 1st Grade Teacher
- Rachel Voyles - RTI Teacher

Curriculum, Instruction, and Assessment Strengths

Strengths

- Instructional coaches and having a research based curriculum (Fountas & Pinnell Classroom & Stemscoopes)
- Improving STAAR scores
- RTI Curriculum and Resources (LLI)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Provide teachers with ongoing reading and math curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students.

Problem Statement 2: writing for STAAR based responses and understanding

Problem Statement 3: typing and student computer skills to master open ended questions

Problem Statement 4 (Prioritized): Provide students with ongoing reading and math support based on formative and summative assessment data through small group instruction, research based instructional strategies, and utilizing intervention teachers to meet the needs of all students.

Parent and Community Engagement

Parent and Community Engagement Summary

CES has a large number of parents, grandparents, and community members who attend our functions on a regular basis. Community members are usually involved by volunteering their services. CES has parents and community members on the CEIC.

The Family and Community Involvement Committee consisted of the following members.

- Ami Patterson - Counselor
- Paula Phillips - 3rd Grade Teacher
- Mandy Pollard - 2nd Grade Teacher

Parent and Community Engagement Strengths

Strengths

- Communication with parents
- Meeting the physical, emotions, and social needs of students
- Meet the Teacher
- Book Fair
- Parent Call Outs
- Teacher Newsletters
- Family Access
- Facebook Page - CES
- Perot Science Night
- Parent Square
- Fall Festival

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Continue providing opportunities for parents to be involved in their child's education.

Problem Statement 2: community businesses continue to share their services

School Context and Organization

School Context and Organization Summary

The School Context and Organization Committee consisted of the following members.

- Lisa Durham - Kinder Teacher
- Barbara Conklin - Kinder Teacher
- Carrie Douglas - Head Start Teacher

School Context and Organization Strengths

Strengths

- Positive school morale
- Administrative support
- Parent involvement at awards celebrations and music programs
- Parent Communication
- Low teacher turnover

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Provide opportunities for students to be more involved around the campus through campus wide programs or leadership opportunities. Ex: Recycle Rangers, Peer-Tutors, Greeters, Etc.

Problem Statement 2: Peer Tutoring-3rd assist 1st & 2nd

Problem Statement 3: 2-3 PLCs for paras to keep updated

Problem Statement 4 (Prioritized): Provide teachers with ongoing reading and math curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students.

Technology

Technology Summary

We are a 1:1 campus with iPads for Pre-K-1st grade and Chromebooks for 2-3 grade.

The Technology Committee consisted of the following members.

- Abigail Gray - 3rd Grade Teacher
- Stefanie Parker - Kinder Teacher
- Jennifer Holland - Pre-K Teacher

Technology Strengths

Strengths

- 1:1 iPads/Chromebooks for students
- Teacher computers

Problem Statements Identifying Technology Needs

Problem Statement 1: We need staff training over basic computer skills, working to more complex

Problem Statement 2: We need to establish a check in system with teachers to evaluate technology needs.

Problem Statement 3: Training for students in typing and MAP test interface

Problem Statement 4 (Prioritized): Provide teachers with ongoing reading and math curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students.

Priority Problem Statements

Problem Statement 1: Provide teachers with ongoing reading and math curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Technology

Problem Statement 2: Provide opportunities for students to be more involved around the campus through campus wide programs or leadership opportunities. Ex: Recycle Rangers, Peer-Tutors, Greeters, Etc.

Root Cause 2:

Problem Statement 2 Areas: School Culture and Climate - School Context and Organization

Problem Statement 3: Provide students with ongoing reading and math support based on formative and summative assessment data through small group instruction, research based instructional strategies, and utilizing intervention teachers to meet the needs of all students.

Root Cause 3:

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

- T-TESS data

Parent/Community Data







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

Goals

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: 1.1 Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.














Evaluation Data Sources: By May 2024 100% of students in preschool through 3rd grade will have an increase in the number of career and college exploration opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Promote a college going culture by having staff display college information in the classrooms/office (CES College Days, posters, banners, brochures, pennants, etc). Strategy's Expected Result/Impact: Campus is seen as clearly promoting higher education. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide career awareness through campus planned and ongoing activities including but not limited to business persons presenting virtually (career week) and educational programs. Strategy's Expected Result/Impact: Scheduled events on calendar. Students will be exposed to a variety of careers to consider for their future. Staff Responsible for Monitoring: School Counselor, Librarian, Teachers, Administrators TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	May
				
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: 1.2 Increase the number of students taking AP/Pre-AP and the ACT/SAT by 40% and the student scores will exceed the national average

Evaluation Data Sources: By May 2024 100% of students will increase proficiency in oral language usage and writing including but not limited to classroom assignments, reading levels, and local assessments.






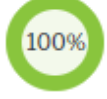

Strategy 1 Details	Reviews			
Strategy 1: Utilize word work strategies, Heggerty Phonemic Awareness (Pre-K-2), Fountas & Pinnell Phonics and Word Study materials during the Literacy block to increase student understanding of spelling and word meaning to prepare students to take the ACT/SAT. Strategy's Expected Result/Impact: Literacy Guided Reading lesson plans Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize word walls to build vocabulary knowledge and skills to prepare students for the ACT/SAT. Strategy's Expected Result/Impact: Classroom Word Walls Portable Word Walls - 3rd Grade Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Imagine Learning for all ESL students. Strategy's Expected Result/Impact: All ESL students will log required time in Imagine Learning each week. Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.








Performance Objective 3: 1.3 By May 2024 90% of all K-3 students and student sub-groups will improve reading/ELA student performance as measured by the MAP Reading assessment.









High Priority

Evaluation Data Sources: By May 2024, 90% of all K-3 students and each student group, including Special Education students tested, will increase performance on the MAP Reading assessment.

Strategy 1 Details	Reviews			
Strategy 1: District instructional coach will assist Pre-K-3rd grade teachers on ELAR curriculum materials. Literacy components will include Guided Reading, Interactive Read Alouds, Shared Reading, Independent Reading, Reading Mini Lessons, and Writers Workshop. Strategy's Expected Result/Impact: Text Level Progress Monitoring Form Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will administer and analyze weekly running records based on student need. Strategy's Expected Result/Impact: Running Records Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: iPads and Chromebooks will be used to engage students in ELA activities to improve reading performance. Strategy's Expected Result/Impact: Formative Assessments Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: Text level books from the Literacy Library, curriculum materials, and web based resources will be used to individualize text levels to differentiate student reading level needs. Strategy's Expected Result/Impact: Running Records, Text Level Progress Monitoring Form Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will collaborate with their team and the district instructional coach during select PLCs to review, learn, and confirm literacy implementation and successful instructional reading and writing strategies using the BISD ELA Framework. Strategy's Expected Result/Impact: PLC notes Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Use grade level appropriate writing rubrics to score and conference with students to address and improve student writing utilizing the resources provided by the district instructional coaches K-3. Strategy's Expected Result/Impact: Writing Samples with rubric scores and observations. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Utilize Fountas and Pinnell Classroom materials K-3. As well as resources provided by the district instructional coaches. Strategy's Expected Result/Impact: Running Records, Text Level Progress Monitoring Form Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 8 Details	Reviews			
Strategy 8: Utilize the MAP Reading Assessment and data reports for K-3 students to monitor student progress. Strategy's Expected Result/Impact: Progress data for each individual student in K-3 Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 9 Details	Reviews			
Strategy 9: Provide 6 weeks of intense, accelerated reading instruction during the school day to meet the needs of all students before administering the STAAR in 3rd Grade. Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 10 Details	Reviews			
Strategy 10: Small group in the classroom support for reading intervention. Strategy's Expected Result/Impact: Running records and Progress Monitoring Staff Responsible for Monitoring: Principal and Intervention Teachers and HQ Intervention Aide TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 11 Details	Reviews			
Strategy 11: Use intervention teachers to provide individual small group instruction in reading for at risk students. Strategy's Expected Result/Impact: Students attend intervention classroom weekly Staff Responsible for Monitoring: RTI Teachers and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				



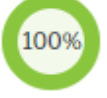




Strategy 12 Details	Reviews			
Strategy 12: Use technology applications and instruction in the classroom to improve student achievement in reading for at risk students. Strategy's Expected Result/Impact: Students utilizing technology applications in the classroom Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 13 Details	Reviews			
Strategy 13: Use Scholastic Benchmark Kits and Literably to assess 1st-3rd grade students reading levels at the BOY, MOY, and EOY to promote consistency across campus (Kinder - MOY & EOY). Strategy's Expected Result/Impact: Record of assessment Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
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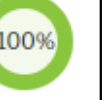

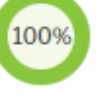
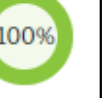




Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: 1.4 By May 2024 90% of all K-3 students and student sub-groups will improve math student performance as measured by the MAP Math assessment.

High Priority

Evaluation Data Sources: By May 2024 90% of all K-3 students and each student group, including Special Education students tested, will increase performance on the MAP Math assessment.








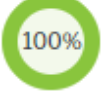

Strategy 1 Details	Reviews			
Strategy 1: Daily spiral review activities. *K-1 = part of daily calendar routine, LoneStar Math Target board, Stemscores, Number Talks, Problem of the Day, Guided Math *2nd - Stemscores & LoneStar Math Target board, Number Talks, Problem of the Day, Guided Math *2nd-3rd = LoneStar Math Target Board, Stemscores, Number Talks, Problem of the Day, Guided Math Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Math station activities that provide practice on current and spiral student expectations. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Emphasis on modeling and regular use of academic vocabulary outlined in the TEKS Mastery Series chart. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				








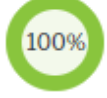





Strategy 4 Details	Reviews			
Strategy 4: Use of iPads and Chromebooks to engage students in math activities and to informally assess student understanding. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Small group in the classroom support for math Intervention. Strategy's Expected Result/Impact: Progress Monitoring Staff Responsible for Monitoring: Principal and Intervention teacher and HQ Intervention Aide TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Use intervention teachers to provide individual small group instruction in math for at risk students. Strategy's Expected Result/Impact: Students attending intervention classroom weekly Staff Responsible for Monitoring: RTI Teachers and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Use technology applications and instruction in the classroom to improve student achievement in math for at risk students. Strategy's Expected Result/Impact: Students utilizing technology applications in the classroom Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: 1.5 By May 2024 100% of all students and student sub-groups will improve science student performance as measured by district and classroom assessments.

Evaluation Data Sources: By May 2024 100% of all students and each student group, including Special Education students tested, will increase performance on classroom assessments and local 9 week unit assessments.










Strategy 1 Details	Reviews			
Strategy 1: Use of Stemscores resources, Science Journals and notebooks. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Use of Interactive Read Alouds related to specific Science concepts in Pre-K-3rd Grade (concept development through literature). Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Use of engaging technology like Brain Pop, Brain Pop Jr., Discovery Learning etc. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				








Strategy 4 Details	Reviews			
Strategy 4: Science vocabulary development activities (modeling, games, etc) using vocabulary from the Science IFD. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize CLI science evaluation for Pre-K and Head Start students. Strategy's Expected Result/Impact: Record of evaluation Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Use unit assessments to monitor student progress Strategy's Expected Result/Impact: Record of evaluation Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: 1.6 By May 2024 100% of all students and student sub-groups will improve social studies student performance as measured by district and classroom assessments.

Evaluation Data Sources: By May 2024 100% of all students and each student group, including Special Education students tested, will increase performance on classroom assessments and local 9 week unit assessments.

Strategy 1 Details	Reviews			
Strategy 1: Use of engaging technology like Brain Pop, Brain Pop Jr., Discovery Learning etc. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Make connections from literature shared in the classroom with Social Studies concept development. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Social Studies vocabulary development activities (modeling, games, etc) using vocabulary from the Social Studies IFD. Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				










Strategy 4 Details	Reviews			
Strategy 4: Use unit assessments to monitor student progress Strategy's Expected Result/Impact: Record of evaluation Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.








Performance Objective 7: 1.7 By May 2024 we will provide 100% of all students identified as needing support through the Limited English Proficient (LEP), At-Risk and Gifted and Talented programs with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement.

High Priority

Evaluation Data Sources: By May 2024 100% of all students and each student group, including Special Education students tested, will increase performance on classroom assessments, local 9 week curriculum based and unit assessments, and state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide EL students access to Imagine Learning to strengthen language skills to support language acquisition and promote success in reading comprehension and fluency. Strategy's Expected Result/Impact: Student usage reports, student formative and summative assessment results. Staff Responsible for Monitoring: Assistant Principal, and Classroom Teacher TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide reteach/intervention time inside the regular school day to address the needs of students identified as At-Risk. Strategy's Expected Result/Impact: RtI intervention schedules, formative and summative assessment results. Staff Responsible for Monitoring: RtI Teachers, Dyslexia Teacher, Administrators, Counselor and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide an ESL Certified Teacher to all identified ESL students. Strategy's Expected Result/Impact: ESL Certification documents. Staff Responsible for Monitoring: ESL Teacher, Administrators, Counselor TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				











Strategy 4 Details	Reviews			
Strategy 4: Collaborate as an RtI team to review MAP data to track student support needs on a regular basis to ensure identification of At-Risk students. Strategy's Expected Result/Impact: RtI Intervention Reports, RtI Intervention meeting notes, MAP data, formative and summative assessment results. Staff Responsible for Monitoring: RtI Teachers, Administrators, Counselor and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Provide pull-out program that expands upon and challenges students with the prescribed curriculum to address the needs of students identified as Gifted and Talented as well as GT field trip experiences. Strategy's Expected Result/Impact: GT Lesson plans, student projects, student presentations, formative and summative assessments results. Staff Responsible for Monitoring: Gifted and Talented Teacher, Administrators, and Counselor TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Create and implement Individualized Education Plans to address the needs of students identified as needing/ requiring Special Education services. Strategy's Expected Result/Impact: ARD and IEP documents, formative and summative assessment results. Staff Responsible for Monitoring: Director of Special Ed, Diagnosticians, Administrators, and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Provide allowable and required accommodations to address the needs of students identified as 504. Strategy's Expected Result/Impact: 504 Documents, formative and summative assessment results. Staff Responsible for Monitoring: Counselor, Dir. or Federal Programs, Administrators, and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 8 Details	Reviews			
Strategy 8: Provide support with ESL dictionaries and dictionaries. Strategy's Expected Result/Impact: Formative and summative assessment data Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 8: 1.8 By May 2024 we will provide 100% of all students identified as homeless through the McKinney-Vento form with campus support.








Evaluation Data Sources: By May 2024 100% of all students identified as homeless through the McKinney-Vento form will increase performance on classroom, local, and state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement strategies to support the enrollment, attendance, and success of homeless children and youth (Ex: Bear Necessities food program, offering supplies, counselor support). Strategy's Expected Result/Impact: Counselor documentation and Formative and summative assessment results Staff Responsible for Monitoring: Counselor and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide homeless students with school supplies and basic hygiene necessities provided by reserved federal funds. Strategy's Expected Result/Impact: Supplies provided Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 9: 1.9 By May 2024 90% of all Pre-K and Head Start students will improve their reading and math performance as measured by the CLI Engage assessments.



Evaluation Data Sources: By May 2024 90% of all Pre-K and Head Start students, including each student group and Special Education students tested, will increase reading and math performance on the CLI Engage assessments.









Strategy 1 Details	Reviews			
Strategy 1: Daily Spiral Review Activities and small group instruction *Pre-K/Head Start - Follows Ready to Advance Curriculum with fidelity and utilizes Heggerty Phonemic Awareness Strategy's Expected Result/Impact: Review formative assessments weekly and summative data each 9 weeks. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
	 100%	 100%	 100%	
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.

Performance Objective 1: 2.1 We will base all resource allocations on thorough analysis of student performance data annually.

Evaluation Data Sources: We will review T-TESS, PLC notes, and local and state assessment data each 9 week period.










Strategy 1 Details	Reviews			
Strategy 1: Provide 6 weeks of intense, reading and math accelerated instruction during the school day to meet the needs of all students before administering the STAAR in 3rd Grade. Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Analyze CBA and Mock STAAR results to identify the intervention/enrichment needs of all students. Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Analyze CLI and Brigance results at beginning, middle and end of year to identify and support students in need of small group, intensive support in Head Start and Pre-K. Strategy's Expected Result/Impact: Record of activities, Lesson Plans, CLI and Brigance reports Staff Responsible for Monitoring: Head Start & Pre-K Teachers and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				











Strategy 4 Details	Reviews			
Strategy 4: Meet during the school year with CIS to support students for campus transition (from Primary to Intermediate) and meet with our sister campus (BES) to ensure curriculum alignment Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Administrators at CIS, BES, and CES and Teachers at CIS, BES and CES TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: CEIC will annually review and report the student achievement results of the campus-based student intervention pull out in school interventions and RtI growth analysis and determine whether the programs should be continued, modified, or discontinued. Strategy's Expected Result/Impact: Record of activities/meeting notes Staff Responsible for Monitoring: Administrators and CEIC Members TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Use District Instructional Coach to provide staff development to teachers as well as assist with curriculum strategies for teachers and students. Strategy's Expected Result/Impact: Record of activities/Meeting notes Staff Responsible for Monitoring: District Instructional Officer and Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: 3.1 By May 2024 we will provide opportunities for 100% of all students to develop character and soft-skills.

Evaluation Data Sources: By May 2024 we will review discipline referral reports, observations of student behavior, counselor's calendar of events, schedules, and records of campus activities.

Strategy 1 Details	Reviews			
Strategy 1: Provide classroom lessons on The Seven Habits of Happy Kids. Strategy's Expected Result/Impact: Record of lessons and activities Staff Responsible for Monitoring: Administrators, School Counselor and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide weekly opportunities for students to practice their soft skills on campus (daily pledge leaders, classroom star collections, daily attendance helpers, other school wide programs or leadership opportunities). Strategy's Expected Result/Impact: Collection of documented activities Staff Responsible for Monitoring: Counselor, Teachers, and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide students support through RtI Behavior Intervention teacher. Strategy's Expected Result/Impact: Records of support services Staff Responsible for Monitoring: Counselor, Teachers, and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				










Strategy 4 Details	Reviews			
Strategy 4: Provide students classroom jobs and leadership roles at each grade level. Strategy's Expected Result/Impact: Record and descriptions of assigned jobs and leadership roles Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize Positive Office Referrals, high 5 tickets and character awards to celebrate students as well as a campus Kindness Tree Display. Strategy's Expected Result/Impact: Record of activities and positive office referral "Brag Board" Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				














Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

Performance Objective 1: 4.1 We will ensure that all teachers are certified in the area they are teaching to meet ESSA requirements annually.

High Priority

Evaluation Data Sources: We will review SBEC and Human Resources Certification Records annually.

Strategy 1 Details	Reviews			
Strategy 1: Encourage staff participation in team building activities and provide campus incentives (jeans with spirit shirt days, Staff Shout Out Board, team activities, employee of the month, jeans passes, monthly drawings/celebrations) Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Attend local job fairs to recruit highly qualified teachers. Strategy's Expected Result/Impact: Record of activities and HR documentation Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide open communication opportunities through teacher surveys and shared Google documents as a discussion forum. Strategy's Expected Result/Impact: Shared documents Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				













Strategy 4 Details	Reviews			
Strategy 4: Utilize the district mentoring program for new teachers and teachers new to the district to provide instructional support. Strategy's Expected Result/Impact: Record of activities and EOY survey Staff Responsible for Monitoring: Principal, Mentor and Buddy teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Strategically place students in classes by considering class size and special populations to promote student success Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Counselor and Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Provide monthly morale incentives to CES staff Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: 5.1 We will ensure that all district facilities are safe and maintained.

High Priority

Evaluation Data Sources: We will utilize School Dude work order documents and maintain a visibly and operationally safe building daily.

Strategy 1 Details	Reviews			
Strategy 1: CEIC will ensure that an annual review of building and campus safety is conducted. Strategy's Expected Result/Impact: Completed Safety Review Staff Responsible for Monitoring: Administrator, Director of Maintenance and Operations	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: BISD will maintain all district facilities Strategy's Expected Result/Impact: Schedule of inspections and completed reports Staff Responsible for Monitoring: Director of Maintenance of Operations	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: BISD will develop a BISD long-range facilities plan. Strategy's Expected Result/Impact: Board approved plan Staff Responsible for Monitoring: Director of Maintenance and Operations	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize updated safety protocols related to COVID-19 and use our safety equipment (Key card Security System, Cameras, Raptor System, Panic Button, Centegix badges) Strategy's Expected Result/Impact: Board approved updates Staff Responsible for Monitoring: District Resource Officer and Administrator	Formative			Summative
	Nov	Jan	Mar	May
				








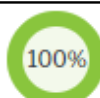
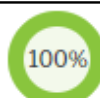
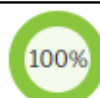
Strategy 5 Details	Reviews			
Strategy 5: Staff maintains safety through ensuring exterior doors remain shut and educates students on this safety practice. Strategy's Expected Result/Impact: Safety Walks Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Chandler Police Dept., BISD Police Dept., BISD provided security guard School Walkthroughs and Exterior Door Audits Strategy's Expected Result/Impact: Record of walkthroughs Staff Responsible for Monitoring: Administration & Chandler PD	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






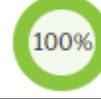
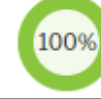









Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: 5.2 We will implement programs that enhance student safety and student relationships throughout the school year.

High Priority

Evaluation Data Sources: We will have a positive student classroom climate and safe school climate and facility in 100% of classrooms.











Strategy 1 Details	Reviews			
Strategy 1: Provide character trait lessons for students that address student safety and building positive relationships. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Counselor and Administrators	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct campus safety drills to include fire, obstructed fire, lock-down, reverse evacuation, tornado, and shelter in place drills. Strategy's Expected Result/Impact: Documentation of safety drills Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide fire prevention and drug awareness programs. Strategy's Expected Result/Impact: Documentation of activities Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Create discipline management plan and communicate the campus plan to all staff, students, and families. Strategy's Expected Result/Impact: Discipline management plan and documentation of staff training, parent newsletters Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Nov	Jan	Mar	May
				









Strategy 5 Details	Reviews			
Strategy 5: Help Center Safety Program for students Pre-K-3 Strategy's Expected Result/Impact: Documentation of activities Staff Responsible for Monitoring: Counselor and Administrators	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize Conscious Discipline in Pre-K and Head Start classrooms Strategy's Expected Result/Impact: Documentation of staff training Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Implement Behavior Intervention Plans with positive supports for Special Education students Strategy's Expected Result/Impact: Documentation of BIP Staff Responsible for Monitoring: Diagnostician, Administrator, and Teachers	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 8 Details	Reviews			
Strategy 8: Implement positive incentive systems for students in the classroom not responding to the classroom management plan (Ex: Sticker charts, Star Charts) Strategy's Expected Result/Impact: Documentation of incentive system Staff Responsible for Monitoring: Counselor, Behavior RTI Teacher, Teachers, and Administrator TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 9 Details	Reviews			
Strategy 9: Promote positive behavior and character traits through positive office referrals and positive messages around the building as well as a campus Kindness Tree Display. Strategy's Expected Result/Impact: Messages posted around building Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: 6.1 By May 2024 we will provide multiple opportunities that will increase parent involvement and allow them to partner in their child's education.

Evaluation Data Sources: By May 2024 we will have at least 10 parent involvement opportunities on campus.








Strategy 1 Details	Reviews			
Strategy 1: Conduct two teacher/parent conferences in which the teacher will review Title 1 Compact, student performance, and other relevant student related information. Strategy's Expected Result/Impact: Parent conference logs Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Parent Square platform to communicate important and timely information as well as campus website and our campus Facebook page. Strategy's Expected Result/Impact: Parent Square, current, updated campus web pages and Facebook page Staff Responsible for Monitoring: Administrators, Campus Web Administrator, and Teachers	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Promote PTA by using Parent Square, Marquee, parent notes, and the PTA Facebook page. Strategy's Expected Result/Impact: Parent Square messages, Marquee and notes Staff Responsible for Monitoring: Administration and Teachers	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Ensure students are involved in programs that encourage parent participation (Awards Ceremony, Grade level music performances, Grandparents Week Lunch, Head Start parent training, teacher newsletters, Parent Square, Field Trips, Fall Fest, class parties, Watch Dog Dad Program). Strategy's Expected Result/Impact: Documentation of programs and activities. Staff Responsible for Monitoring: Teachers, Administrators, District Community Involvement Coordinator and Web Administrator	Formative			Summative
	Nov	Jan	Mar	May
				








Strategy 5 Details	Reviews			
Strategy 5: The district will administer the campus Parent Involvement Survey and the CEIC will adjust strategies aimed at improving survey response and overall parent involvement. Strategy's Expected Result/Impact: Parent Involvement Survey Staff Responsible for Monitoring: Director of Federal Programs, Parent Involvement Coordinator: CEIC	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Ensure that third graders have the opportunity to tour Chandler Intermediate School during a transition activity before entering fourth grade Strategy's Expected Result/Impact: Documentation of transition activity Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Provide parent trainings and home visits through our Head Start program. Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Head Start Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 8 Details	Reviews			
Strategy 8: Provide opportunities for parental involvement through campus events such as music programs by K-3, Fall Fest, hosting a Perot Museum Science Night, and other opportunities throughout the year. Strategy's Expected Result/Impact: Record of activities Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: 7.1 By May 2024 100% of teachers will participate in professional development activities that will provide opportunities to become more effective and improve student performance.

Evaluation Data Sources: By May 2024 100% of teachers will complete professional development activities.

Strategy 1 Details	Reviews			
Strategy 1: Provide Reading Academy training, running record training, and LoneStar math training to designated teachers. Strategy's Expected Result/Impact: Workshop certificates, Record of activities Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide Guided Reading, Writers Workshop, Shared Reading, Phonics and Interactive Read Aloud staff development through the BISD Instructional Coach. Strategy's Expected Result/Impact: Classroom modeling sessions and PLC Notes Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Use District Instructional Coach to provide staff development to teachers as well as assist with curriculum strategies for teachers and students. Strategy's Expected Result/Impact: Record of activities/Meeting notes Staff Responsible for Monitoring: District Instructional Officer and Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: Participate in sister campus team planning for curriculum alignment across the district. Strategy's Expected Result/Impact: Record of activities/Meeting notes Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Chandler Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Personnel for Chandler Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Teachers		6

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Pollard	CES Intervention Teacher	Title I/ RtI	
Rachel Voyles	CES Intervention Teacher	Title I/RtI	1.0