

**Wylie Independent School District**  
**George W. Bush Elementary**  
**2023-2024 Improvement Plan**



# Mission Statement

George W. Bush Elementary will provide a rigorous education for students and build toward a community of diversity, inclusivity, and leadership.

## Vision

We strive for our students to use their strengths to become lifelong learners who promote inclusion within their community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Elementary campus with 887 students K-4. 19% are Economically Disadvantaged, 24% are Bilingual, 8% are English as a Second Language, and 25% of students are at risk. 14% served in Special Education. We have a diverse student population. 12% American Indian, 20% Asian, 11% African American, 35% White, 27% Hispanic, and 7% with two or more races.

### Demographics Strengths

We believe a part of our strength is our diversity. In our dual language program we have 38% English Language Learners and in our student population in both General Education and Dual Language it is very diverse. Our teaching staff is diverse as well with many coming from different backgrounds and countries.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase parent involvement in order to help parents better understand how to support their child at home and to create a more cohesive parent community.

**Root Cause:** Families live in various neighborhoods around town versus just the campus neighborhood. With many of our students living in poverty our staff is requiring an understanding of working with families of poverty.

# Student Learning

## Student Learning Summary

Incoming 4th grade English language learners in the Dual Language program show a significant gap in the area of Reading for Meets and Masters.

3rd grade students need to increase in Masters in both Reading and Math.

Kindergarten BAS 52% meet, 22% Advanced, First BAS 38% meet, 32% Advanced, 24% does not meet expectations, Second BAS 47% meet, 26% Advanced, 14% does not meet expectations.

1st grade students need to increase their BAS scores to at least 60% Meets.

Tested Areas	Campus % Approaches	State% Approaches	Comparison to State + or _	Campus % Meets	State % Meets	Comparison to State + or _	Campus % Masters	State % Masters	Comparison to State + or _
3rd Reading	88%	77%	+11	68%	52%	+16	47%	31%	+16
3rd Math	85%	70%	+15	63%	42	+21	37%	21%	+16
4th Reading	93%	77%	+16	79%	54%	+25	54%	29%	+25
4th Math	91%	69%	+22	77%	41%	+36	55%	23%	+32

## Student Learning Strengths

We scored 16% higher than the state in 3rd-grade reading Meets. We scored 21% higher in 3rd-grade math Meets. We were 16% higher than the state in 3rd-grade reading and math Masters.

We scored 25% higher than the state in 4th-grade reading Meets and Masters.

We scored 36% higher than the state in 4th-grade math Meets and 32 % in math Masters.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students falling below 25% in Reading. **Root Cause:** Teachers are taking too long to begin the guided reading process limiting the learning of all the strategies needed for comprehension.

**Problem Statement 2 (Prioritized):** Students in 1st grade are not meeting the grade level reading BAS expectations. **Root Cause:** Teachers need to be pulling guided reading groups consistently with intentionality and fidelity beginning early in the year.

**Problem Statement 3 (Prioritized):** Ells across the grade levels need to make one year of growth on Telpas test. **Root Cause:** The emergent bilingual population requires specific strategies to develop language.

**Problem Statement 4:** Emergent bilingual English testing students in Dual Language 4th grade need to increase their level of Meets and Masters. **Root Cause:** Teachers in 4th grade need to meet daily with their emergent bilingual students in guided reading groups to build vocabulary and comprehension.

**Problem Statement 5 (Prioritized):** Students need to be taught behavior expectations so that they will be successful in school. **Root Cause:** Teachers need to be trained on Social Emotional Learning (SEL) so students can be taught to manage their own behavior.

# School Processes & Programs

## School Processes & Programs Summary

Two Way Dual Language program is a biliteracy program that integrates students proficient in English and students of limited English proficiency while providing instruction in core content areas in both English and Spanish. The program is an enrichment approach aiming for all to attain proficiency in two languages with high levels of achievement in all of the core content areas.

Guided Reading

Math Workshop

Writer's Workshop

PLCs

Team Leader

Intervention time

PTA

Watchdogs

Mentors

Pals

## School Processes & Programs Strengths

Teachers have developed a strong RTI team to manage individual student gaps and concerns with appropriate intervention. The Dual Language Program has evolved to include the biliteracy model increasing the amount of time students spend daily in each language and integrating content with language.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students in grades k-2 who show instructional gaps have limited program options to focus on phonemic awareness. **Root Cause:** We have used LLI to focus on comprehension and fluency, Reading Interventionist has used Really Great Reading for phonemic awareness, ESL teachers have used LLI to build vocabulary in emergent bilinguals.

# Perceptions

## Perceptions Summary

Bush is a welcoming multicultural campus. All families are welcomed and encouraged to be involved.

## Perceptions Strengths

Most materials sent home are in Spanish and English

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students who lack social and emotional skills need to be explicitly taught by staff that have been trained in a school wide model. **Root Cause:** Teachers had not been given consistent SEL training and resources.



# Priority Problem Statements

**Problem Statement 5:** Students falling below 25% in Reading.

**Root Cause 5:** Teachers are taking too long to begin the guided reading process limiting the learning of all the strategies needed for comprehension.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Students in 1st grade are not meeting the grade level reading BAS expectations.

**Root Cause 6:** Teachers need to be pulling guided reading groups consistently with intentionality and fidelity beginning early in the year.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Ells across the grade levels need to make one year of growth on Telpas test.

**Root Cause 7:** The emergent bilingual population requires specific strategies to develop language.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Students need to be taught behavior expectations so that they will be successful in school.

**Root Cause 8:** Teachers need to be trained on Social Emotional Learning (SEL) so students can be taught to manage their own behavior.

**Problem Statement 8 Areas:** Student Learning

# 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)

## **Accountability Data**

- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Attendance data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## **Support Systems and Other Data**

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

# Goals

Revised/Approved: September 21, 2023





**Goal 1:** Instill community and ethical values in our students

TEA Priority: District Focus

**Performance Objective 1:** Our school will establish programs to teach how to build relationships and manage emotions to prevent bullying and violence on our campus.

**Evaluation Data Sources:** Office referrals and staff observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Wylie Way initiatives focusing on Respect &amp; Relationships</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become more responsible, respectful and courteous to each other.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Counselor</p> <p>Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Social Emotional Learning on our Campus. (SEL)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn how to deal with stress, and become responsible, respectful and courteous to each other.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Counselor</p> <p>Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement Wylie Way initiatives focusing on Responsibility, Grit, Hpe and Gratitude by creating Wylie Way implementation plans for school wide focus days.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn to treat others with respect which will help to eliminated violence in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Counselor</p> <p>Teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** Instill community and ethical values in our students

TEA Priority: District Focus

**Performance Objective 2:** We will improve attendance at our campus by teaching students about goal setting and character traits that lead to success.

**Evaluation Data Sources:** Attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monthly Ranger Rally to celebrate academic growth, character traits, and attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will realize the importance of daily attendance at school.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Counselor</p> <p>Ranger Rally Committee</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 1:** Instill community and ethical values in our students

TEA Priority: District Focus

**Performance Objective 3:** We will welcome parents to our campus and encourage them to be involved in the daily life of our school to increase parent involvement.

**Evaluation Data Sources:** Parent Survey





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Include parents in the development of the parental involvement policy and school-parent compact.</p> <p>Include educational component on the importance of parent involvement.</p> <p>We will have parent involvement meetings several times during the school year that are held both before and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will know the importance of their involvement in their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Funding Sources:</b> Supplies from Walmart for STEAM night - State ELL Allotment - \$100, Supplies for STEAM night from Wylie Walmart - State ELL Allotment - \$150</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct face-to-face parent teacher conferences twice a year to update parents about the following:</p> <p>student progress, challenges, and areas of improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable and involved in their child's educations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Admin</p> <p><b>Funding Sources:</b> - State ELL Allotment</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 3) Establish the Watchdog Program to include dads from across all the neighborhoods that are part of our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Dad's of students will be a part of our school community.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Counselor</p> <p>PTA Board</p> <p><b>Funding Sources:</b> - State ELL Allotment</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 1:** Increase performance of at-risk students.

**Evaluation Data Sources:** Monitor MAP data.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students who are struggling with academics or behavior will be brought to the RTI committee for solutions to help them be successful. We will specifically meet our ELL 4th Grade Dual Language Students who need support in Reading in English.  <b>Strategy's Expected Result/Impact:</b> Students who are struggling will be given interventions to help them be successful.  <b>Staff Responsible for Monitoring:</b> RTI Committee</p> <p>Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> We will provide books from the book-fair for the students at our school who are at risk.  <b>Strategy's Expected Result/Impact:</b> This will give books to students who might not have any at home.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 2:** Provide dyslexia services for students identified with dyslexia.

**Evaluation Data Sources:** Weekly monitoring by dyslexia teacher.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Alpha-phonics and Esperanza pull out classes for students qualifying for dyslexia or k-2 Spanish speakers showing struggle in phonics learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn to read on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Dyslexia Teacher</p> <p>RTI Committee</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 3:** Campus will ensure compliance with the local wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

**Evaluation Data Sources:** Campus Wellness Team  
 Fitness Gram  
 Participation in School Community Wellness Events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know how to make healthier life choices.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Cafeteria</p> <p>Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn how to have healthier lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus/district shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The employees in order to promote enjoyable, life-long physical activity for District employees and students.</p> <p><b>Strategy's Expected Result/Impact:</b> The school community will be provided with resources to increase physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance with district policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be healthy.</p> <p><b>Staff Responsible for Monitoring:</b> teachers</p> <p>Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Campus-wide opportunities for health and weight loss will be offered.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be given the opportunity to improve their health through weight loss.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Nurse</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 4:** Bush students tested on STAAR Reading grade 3-4 will raise the Meets and Masters expectations to 20% above the state with a specific emphasis on 4th grade ELL students in the Dual Language Program who are economically disadvantaged, and students in grades K-2 will have 90% of students reading on grade level.

**Evaluation Data Sources:** STAAR data, MAP data, and BAS data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct instructional rounds in classrooms in an effort to be reflective, collaborative, vertically aligned and cohesive in our campus guided reading program.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can work collaboratively to learn better methods for instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Progress monitoring through BAS &amp; LLI</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know students reading levels so that they can differentiate their reading lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Admin  Teachers  RTI Committee  Interventionists</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ongoing professional development support will be provided to all staff, through Learn and Earns and PLC and outside training opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to learn ideas and techniques to improve their teaching methods.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Tech Admin Teachers C &amp; I</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will continue to update our school Library and the literacy library to include all level readers for English and Spanish readers grades K-4. We will continue to update teacher resources to include Prompting guides in English and Spanish and Spanish Learning Continuum, Literacy Continuum, and Comprehension Toolkit materials for the new teachers on our campus.</p> <p>We will provide reading materials for grade level teachers to help improve reading levels.</p> <p>Students in 3rd and 4th grade will receive planners to help with goal setting n Reading</p> <p>We will provide headphones for the computer lab to be used with reading instruction in the lab.</p> <p>We will provide SeeSaw licenses for our students and Learning A-Z for our general Ed Teachers in 3rd 1st, and Kinder.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have many books to read on their reading level which will improve reading for the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Teachers</p> <p><b>Funding Sources:</b> See Saw Licenses - State ELL Allotment - \$3,993, Raz.Plus Licenses for 3 classrooms in 3rd and Kinder. Learning A-Z - State ELL Allotment - \$629.85, 2 RAZ Kids Licenses - State ELL Allotment - \$349.90</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> We will use our Title III-funded paraprofessional to help our EB students to grow in academic content.</p> <p><b>Strategy's Expected Result/Impact:</b> EB students will grow in academic language and grow in math and RLA.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Funding Sources:</b> Paraprofessionals - Title III - LEP - \$22,320, Paraprofessional - Title III - LEP - \$22,320</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 5:** Bush students tested on STAAR Math grade 3-4 will raise the Meets and Masters expectations to 20% above the state and students in grades K-2 will have 90% of students show expected growth from BOY to EOY on Map data.

**Evaluation Data Sources:** STAAR data, MAP data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Math intervention materials will be provided to assist with Tier 2 and Tier 1 instruction.  <b>Strategy's Expected Result/Impact:</b> Teachers will have the tools they need to reach their struggling students.  <b>Staff Responsible for Monitoring:</b> Selected Paras and Teachers            Admin            C &amp; I</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math materials will be provided for teachers serving in grades 3&amp;4 which will include Progress Learning and intervention using research-based techniques.  <b>Strategy's Expected Result/Impact:</b> This will give the teachers the materials they need to teach math successfully.  <b>Staff Responsible for Monitoring:</b> Teachers            Admin   <b>Funding Sources:</b> Think up Math 3rd grade - State ELL Allotment - \$2,876.50</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will participate in Maker Space to develop problem solving capacities.  <b>Strategy's Expected Result/Impact:</b> This will empower students to be creative in their problem solving abilities.  <b>Staff Responsible for Monitoring:</b> Teacher Tech            Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide for extended learning opportunities such as tutoring.  <b>Strategy's Expected Result/Impact:</b> This will give e struggling students the added help they need to be successful.  <b>Staff Responsible for Monitoring:</b> Selected Teachers            Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students will participate in targeted math small groups. <b>Strategy's Expected Result/Impact:</b> This will enable teachers to differentiate math instruction for their students. <b>Staff Responsible for Monitoring:</b> Admin Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers will be given Math Professional Development. <b>Strategy's Expected Result/Impact:</b> Teachers will learn new math strategies to help their students to be successful in math. <b>Staff Responsible for Monitoring:</b> Teachers Admin.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 6:** The campus will provide transition between schools at the beginning and end of year.

**Evaluation Data Sources:** Communication between Intermediate and Elementary

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Preschool students and their parents will be invited to tour the school with the PK center's end of year events.  <b>Strategy's Expected Result/Impact:</b> This will help students and parents be familiar with the school before the new school year starts.  <b>Staff Responsible for Monitoring:</b> Admin</p> <p>PK Admin / Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The entire school will participate in activities designed to introduce students and their families to the new campus; including incoming kinder with round up and new families with new family orientation.  <b>Strategy's Expected Result/Impact:</b> Students will be familiar with our school and staff before the new school year.  <b>Staff Responsible for Monitoring:</b> Admin</p> <p>Kinder team</p> <p>Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Opportunities will provided for both students and parents to visit their incoming 5th grade campuses at year's end. This will be in coordination with the intermediate campuses programs for transition.  <b>Strategy's Expected Result/Impact:</b> Students in 4th grade will become familiar with the school that they will be attending in 5th grade, which will help with the stress of transition.  <b>Staff Responsible for Monitoring:</b> 4th Grade and Kinder Team</p> <p>Counselor</p> <p>Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 7:** Students in Dual Language program will develop strong academic language and content knowledge in both Spanish and English

**Evaluation Data Sources:** MAP data, teacher data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Second grade teachers will participate in TPR training and NABE Conference to develop systematic way of presenting Oracy lessons</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be trained on how to present Oracy lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Admin DL Coordinator, Specialist Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 9 weeks planning to utilize DL specialist and to map out intentional language objectives per unit for each grade level. We will provide for the teachers to have subs during the planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the opportunity to plan and collaborate together to provide strong language lessons for their students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin  DL Coordinator, Specialist  Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Spanish I station will be provided to allow for daily Spanish reading practice for all dual language students. k-3</p> <p><b>Strategy's Expected Result/Impact:</b> Spanish students will improve on their reading abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Admin DL Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide an abundance of English and Spanish reading materials in the library for all students to have access to. Librarian will highlight both Spanish speaking and English speaking authors and utilize authentic Spanish literature not just translations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have books and materials that make them excited about reading.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students in Dual Language will be provided with manipulatives to support handwriting development, reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help develop students' fine motor skills.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide students with an abundance of Spanish Science and Social Studies books and instructional materials to go along with the dual language curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> This will give dual language students a wide variety of reading materials to go along with the science and social studies teks</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Dual Language Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 8:** We will increase parent involvement and engagement at the campus through a relationship with the PTA.





**Evaluation Data Sources:** PTA events, PTA involvement on campus, PTA enrollment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parents will be encouraged to join the PTA and participate in PTA events, Watch DOGs, and room moms.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math

**Performance Objective 9:** EB students will increase at least one TELPAS level in Speaking, Reading, Listening, and Writing.





**Evaluation Data Sources:** TELPAS test at end of year

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Title III paraprofessionals help pull intervention groups to help students grow in English proficiency. <b>Strategy's Expected Result/Impact:</b> Students will grow on TELPAS <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math





**Performance Objective 10:** Students who are economically disadvantaged will have their needs met academically and emotionally.

**Evaluation Data Sources:** MAP data, teacher data, counselor data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will participate in weekly relational circles to help build relationships with their teachers and classmates. <b>Strategy's Expected Result/Impact:</b> Engaged at school <b>Staff Responsible for Monitoring:</b> Teachers, Admin	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Prepare students for a successful life beyond high school  
 TEA Strategic Priority: Connect high school to career and college





**Performance Objective 1:** 100% of students will participate in college week as well as weekly discussions on 'think college Thursdays' and monthly exposure to careers on Mapping your Future Monday.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students and teachers will participate in Think College Thursday to promote career goals that lead to college. We will also participate in College Week.</p> <p><b>Strategy's Expected Result/Impact:</b> More students being aware of the varied opportunities they have to attend college in the future.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Admin</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Prepare students for a successful life beyond high school  
 TEA Strategic Priority: Connect high school to career and college

**Performance Objective 2:** All students will participate in leadership development, life skills practice, and social emotional awareness activities.

**Evaluation Data Sources:** Relational circles weekly





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will learn the importance of goal setting in order to be able to understand factors with which are in their control, how to set priorities, and more clearly define their own strengths and challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know how to set goals for themselves.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p>Admin</p> <p>Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop leadership opportunities for students including safety patrol, broadcast team, garden patrol, recycling team, and individualized positions for those in most need.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know the qualities that a leader needs in order to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p>Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will participate in SEL (Social Emotion Learning) to teach them how to handle their emotions in a positive manner.</p> <p><b>Strategy's Expected Result/Impact:</b> This will empower students to be in control of their emotions and behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 1:** Recruiting highly effective teachers

**Evaluation Data Sources:** Checking references, referrals from staff





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop a well-trained interview team to screen and select teachers aligned with campus beliefs.  <b>Strategy's Expected Result/Impact:</b> Teachers will know how to interview for quality staff.  <b>Staff Responsible for Monitoring:</b> Admin</p> <p>Teachers</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 4:** Attract, retain, and value a quality staff  
 TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 2:** Ongoing/embedded professional development for teachers

**Evaluation Data Sources:** Teachers attend Learn and Earns provided by the district on grade-level content that are highly-effective and ongoing, learning specialists sit in on PLCs and planning

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide training in all areas of compliance. <b>Strategy's Expected Result/Impact:</b> Teachers will be trained on bullying, blood borne pathogens, suicide and child abuse. <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide training for teachers in content areas so that teachers are competent and confident in their teaching knowledge <b>Strategy's Expected Result/Impact:</b> Teacher will feel confident and be successful at their job <b>Staff Responsible for Monitoring:</b> Admin teachers	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 4:** Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 3:** By the end of the 23-24 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.

**Evaluation Data Sources:** The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.





Work in collaboration with Special Services for non-ESL-certified teachers to obtain their ESL certification by covering the costs associated with the assessment.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Campus administration team will audit their LA teachers to determine who is in need of the ESL certification.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Work in collaboration with Special Services for non ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** Manage growth in a way that ensures functional equity

**Performance Objective 1:** Monitor the growth and needs of a developing community as our surrounding neighborhood grows.





**Evaluation Data Sources:** Assistant Principals will monitor

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Request quarterly updates of build out plan from HOA lead to keep all stakeholders updated with progress.  <b>Strategy's Expected Result/Impact:</b> Administration will be knowledgeable about what is happening in our school neighborhood.  <b>Staff Responsible for Monitoring:</b> HOA</p> <p>Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Subscribe to neighborhood newsletter and Facebook page to keep abreast of community changes or needs.  <b>Strategy's Expected Result/Impact:</b> Administration will know how to meet the needs of our changing community.  <b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** Students will have the opportunity to develop their character and to grow academically through varied extracurricular activities.





**Evaluation Data Sources:** Boosterthon, UIL, after-school programs offered for families

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in UIL to celebrate their academic excellence.  <b>Strategy's Expected Result/Impact:</b> Students will take pride in their academic accomplishments.  <b>Staff Responsible for Monitoring:</b> Honor Society Faculty Advising Committee                      4th Grade Teachers                      UIL Coaches</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will learn new skills and knowledge through after school programs.  <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to study new ideas and learn new skills.  <b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will practice reading excellence through Hooked on Books Club.  <b>Strategy's Expected Result/Impact:</b> Students will be rewarded for reading excellence.  <b>Staff Responsible for Monitoring:</b> Wood                      Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 7:** Celebrate our excellence.

**Performance Objective 1:** Our student's excellence will be shared and celebrated with the community.

**Evaluation Data Sources:** We will celebrate through Facebook posts, Ranger Rallies

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will celebrate our student's academic progress through Growth Awards at Ranger Rally.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be proud of their success.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Admin Counselor</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> We will share and celebrate activities at our school on Facebook and through the Eagle Editorial.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be able to share in the activities their children are involved in at school.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers Counselor Title 1</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# Campus Funding Summary

State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies for STEAM night from Wylie Walmart		\$150.00
1	3	1	Supplies from Walmart for STEAM night		\$100.00
1	3	2			\$0.00
1	3	3			\$0.00
2	4	4	See Saw Licenses		\$3,993.00
2	4	4	Raz.Plus Licenses for 3 classrooms in 3rd and Kinder. Learning A-Z		\$629.85
2	4	4	2 RAZ Kids Licenses		\$349.90
2	5	2	Think up Math 3rd grade		\$2,876.50
<b>Sub-Total</b>					\$8,099.25
<b>Budgeted Fund Source Amount</b>					\$740.00
<b>+/- Difference</b>					<b>-\$7,359.25</b>
Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	5	Paraprofessionals		\$22,320.00
2	4	5	Paraprofessional		\$22,320.00
<b>Sub-Total</b>					\$44,640.00
<b>Budgeted Fund Source Amount</b>					\$7,560.00
<b>+/- Difference</b>					<b>-\$37,080.00</b>
<b>Grand Total Budgeted</b>					\$8,300.00
<b>Grand Total Spent</b>					\$52,739.25
<b>+/- Difference</b>					<b>-\$44,439.25</b>