Kaufman Independent School District

Monday Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Monday Elementary

Vision

At Monday Elementary we strive to provide a strong academic, social and emotional foundation where all students value themselves and others.

Mission Statement

To support our vision, we will:

- Provide a positive environment where all students feel safe, welcomed and respected

- Expect academic success and growth for all students

- Encourage teamwork and open communication

- Create engaging learning experiences which require critical thinking

- Work cooperatively with each other and the community to establish a trusting partnership

- Develop authentic relationships which support family, home and school

- Celebrate diversity

- Allow students to make choices and decisions building leaders and life-long learners

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Monday Elementary houses approximately 490 1st-5th graders. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. Our Title 1 campus is 68.66% Economically Disadvantaged. The ethnicity of our campus is 56% Hispanic, 35% White, 5.12% African American. 26% of our children are Emergent Bilingual, 7.04% are bilingual and an additional 2% are ESL. We have 7.89% Gifted and Talented students and 14% are identified as Special Education. The children with disabilities are served in our Resource or Inclusion classrooms. We also house the district's STEPS class for severe behavior students and the district's Life Skills class.

Demographics Strengths

- Low number of migrant students
- Class sizes are at or below state ratio
- The economically disadvantage population decreased from the prior year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High percentage of Economically Disadvantaged students are scoring below district average on state assessments.   **Root Cause:** Lack of opportunities and experiential learning to build vocabulary and enrich literacy.

Student Learning

Student Learning Summary

Monday Elementary uses Lexia, DRA, District Common Assessments, IXL, Map testing and STAAR data to monitor academic progress. Below is a table depicting the comparison of our 2022 and 2023 STAAR data. Monday Elementary was above the state average in all tested subjects except 5th grade science.

STAAR Grade/ Subject	2022	2023	Difference
3rd Grade Math	75	85	+10
3rd Grade Reading	84	84	0
4th Grade Math	81	76	-5
4th Grade Reading	82	80	-2
5th Grade Math	86	90	+4
5th Grade Reading	85	88	+3
5th Grade Science	73	57	-16

Accelerated Instruction is provided to students that did not pass Reading or Math STAAR assessments through summer school, MTSS intervention classrooms, or small group instruction in the classroom.

Students receive 45 minutes per day of intervention or enrichment instruction. Content instruction stops and targeted intervention is given to each student across all grade levels. The intervention team consists of three teachers as well as aides that go to each classroom. A bilingual aide has been added that goes to the classroom during instructional time to support emergent bilingual students who are new to the country or have limited English.

Student Learning Strengths

- Monday Elementary far exceeds state approaching standards in all areas except 5th grade science.
- Student growth in 3rd grade math, 5th grade math and 5th grade reading.
- 45 minutes of target intervention/enrichment program design
- Standards Based report cards for 1st and 2nd grades
- Reading and writing support through science and social studies classes.
- Full implementation of Empowering Writers for grades 1-5

- MAP Fluency Foundations testing to help identify student gaps and organize groups for intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gaps in math for grades 1-5.   **Root Cause:** Lack of targeted intervention.

Problem Statement 2 (Prioritized): We continue to have a lower success rate at the 3rd grade reading level.   **Root Cause:** A large amount of students needing early literacy intervention.

Problem Statement 3 (Prioritized): 5th grade science scores decreased 16% from the previous year.   **Root Cause:** This is a systemic issue throughout the district with 5th grade science. There is not much emphasis in grades 1-4 science.

Problem Statement 4 (Prioritized): Lack of direction on how to prepare for the STAAR redesign and a quick implementation of new reading/writing curriculum with on-the-go training for teachers.   **Root Cause:** TEA did not provide adequate information in a timely manner to allow districts to properly prepare for the new redesigned STAAR questions and extended constructive response.

Problem Statement 5 (Prioritized): Many of our Special Education students are not meeting state standards on state assessments.   **Root Cause:** Lack of exposure to grade-level content and knowledge while still receiving academic support through specialized instruction.

School Processes & Programs

School Processes & Programs Summary

We began using the Fountas and Pinnel reading adoption for first and second grade in the 2020-21 school year. Third thru fifth grade use Pearson. District quarterly assessments are given to assess TEKS taught. This year we will have one benchmark assessment in March to asses strengths and weaknesses. However, we will have two interim assessments (Nov. & Feb.) for grades 3-5. We use the Empowering Writers program for grades 1-5. Each student will have a writing portfolio with beginning, middle and end of the year writing samples. This portfolio will follow the student each year. We will implement math intervention to address gaps across grade levels.

We currently have 4 first grade classrooms and 1 bilingual first grade classroom. We house 4 second grade classrooms and 1 bilingual second grade classroom which are self-contained. Third grade has 5 classroom teachers split into two teams. One team containing a math/science teacher and ELAR/Social Studies teacher. The other team consists of a math teacher, an ELAR teacher and a science/Social Studies teacher. Fourth grade has one team containing an ELAR/ Social Studies teacher and a math/science teacher. The other Fourth grade team is a three-way split with a Science/Social Studies teacher, Math teacher and an ELAR teacher. Fifth grade has four teachers. There are 2 ELAR teachers, one math and one science teacher. Teachers have weekly planning PLCs with the campus instructional facilitators. Monday Elementary has a Google Drive folder where all procedures and routines are kept. Teachers were also given a binder with the procedures and routines to keep in the classroom. A weekly newsletter goes out to the campus and district administration for constant communication.

All first through fifth grade classrooms have a touchscreen Recordex. Grades 1-5 are equipped with a chrome book for each student.

Monday Elementary has 3 administrators, 1 counselor, 24 classroom teachers, 5 special education teachers, 1 Dyslexia teacher, 3 reading interventionists, 1 P.E. teacher, 20 paraprofessionals/clerical, 1 nurse. We house the behavior unit as well as the life skills unit.

Monday Elementary has established a New Teacher Academy. This is a two day training program focused on our district and campus vision, mission and goals. New teachers learn about programs that are specific to Monday Elementary, daily procedures and operations of our campus and specific curriculum and instructional programs for their grade level. As the year continues, the principal will continue to meet with the mentors and mentees as a way to support, grow and develop our staff as instructional leaders.

School Processes & Programs Strengths

- Teachers work with instructional facilitators to create assessments that correlate with the appropriate student reading levels and adopted scope and sequence.
- Intervention teachers communicate student progress with the classroom teacher
- Recordex TV has been installed in all 1st - 5th grade classrooms
- Weekly PLCs with instructional facilitators and principal
- Our district currently has 2 math/science instructional facilitators and 3 ELAR instructional facilitators
- Special Education teachers are included in professional development provided for classroom teachers
- Lexia computer program has been implemented

- IXL computer program has been implemented
- District has adopted the F&P reading program
- The district has adopted Empowering Writers program
- District has adopted the Pearson reading series
- Math and Reading Intervention
- Friday Focus
- Monthly parent newsletter
- Campus PTO
- 1 to 1 student device ratio
- Morning Video Announcements
- Weekly Lion's Den celebration for whole campus
- Quarterly Roar Rally to celebrate quarterly awards and recognition

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There has not been a consistent and reliable method for identifying difficulties in math and providing targeted intervention. **Root Cause:** The focus has been on reading.

Problem Statement 2 (Prioritized): Emergent Bilingual students who are new to the U.S. were still struggling under the New Comers Program. **Root Cause:** A certified bilingual teacher is not available for 3rd-5th grade students and limited staff to support in-class learning.

Perceptions

Perceptions Summary

Monday Elementary is a 1-5 campus. We have included a school creed with our mission statement and vision.

Monday Elementary will strive to promote a safe, engaging, supportive, positive environment with quality instruction that will enable students to become successful, responsible citizens. We will strive to create a sense of belonging, value, and importance for each of our students. We work to ensure the best educational experience we can provide to promote the health and welfare of each student. We teach the whole child.

The Monday Elementary "ROAR" school wide behavior program is utilized to promote Responsible, Respectful and Ready to learn behaviors. Good behavior is recognized school wide at the beginning of each month. Those students are rewarded with a certificate, a picture, and a treasure tower toy.

This year Monday is continuing our PTO, mentoring program and community outreach activities. The community is also ready and willing to be involved in school happenings. We also have a police officer that is housed on our campus full time.

Perceptions Strengths

- Teachers have avenues to share ideas through committees, PLC and administrator's open door policy
- Students are happily greeted daily by staff
- Teachers work with their teams and the instructional facilitators weekly to plan and share ideas
- Monday is implementing Learning Targets to focus instruction and student ownership
- Magic Maze for sensory regulation
- Book Vending Machine
- PBIS campus tickets
- More opportunities for community/parent involvement and communication
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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Motivation and effort is lacking in some areas.   **Root Cause:** A since of urgency and accountability is lacking at the campus level.

Problem Statement 2 (Prioritized): Lack of parental engagement.   **Root Cause:** Residual affects from COVID, communication barrier with Spanish speaking parents and not a designated program to focus on parent engagement.

Priority Problem Statements

Problem Statement 1: Gaps in math for grades 1-5.
Root Cause 1: Lack of targeted intervention.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: We continue to have a lower success rate at the 3rd grade reading level.
Root Cause 2: A large amount of students needing early literacy intervention.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: 5th grade science scores decreased 16% from the previous year.
Root Cause 3: This is a systemic issue throughout the district with 5th grade science. There is not much emphasis in grades 1-4 science.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Many of our Special Education students are not meeting state standards on state assessments.
Root Cause 4: Lack of exposure to grade-level content and knowledge while still receiving academic support through specialized instruction.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: High percentage of Economically Disadvantaged students are scoring below district average on state assessments.
Root Cause 5: Lack of opportunities and experiential learning to build vocabulary and enrich literacy.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Lack of direction on how to prepare for the STAAR redesign and a quick implementation of new reading/writing curriculum with on-the-go training for teachers.
Root Cause 6: TEA did not provide adequate information in a timely manner to allow districts to properly prepare for the new redesigned STAAR questions and extended constructive response.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: There has not been a consistent and reliable method for identifying difficulties in math and providing targeted intervention.
Root Cause 7: The focus has been on reading.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Emergent Bilingual students who are new to the U.S. were still struggling under the New Comers Program.

Root Cause 8: A certified bilingual teacher is not available for 3rd-5th grade students and limited staff to support in-class learning.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Motivation and effort is lacking in some areas.

Root Cause 9: A since of urgency and accountability is lacking at the campus level.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Lack of parental engagement.

Root Cause 10: Residual affects from COVID, communication barrier with Spanish speaking parents and not a designated program to focus on parent engagement.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Improve Student Achievement

Performance Objective 1: State assessment scores in all core areas will exceed state standards for all student groups and all students will grow or maintain a current Masters level designation.

> **Evaluation Data Sources:** STAAR results, State Accountability Summary, TAPR

Strategy 1 Details	Reviews			
Strategy 1: All core content area teachers will participate in weekly planning meetings with campus instructional facilitators.	**Formative**			**Summative**
	Dec	Mar	July	July
Strategy's Expected Result/Impact: Students will continually increase their reading and math level and reach the end of the year expected target for each grade level through intentional planning and instructional execution. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Facilitator Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	50%			

Strategy 2 Details	Reviews			
Strategy 2: Reading and math small group targeted intervention will be used with all struggling learners grades 1-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will meet with students daily using targeted and explicit intervention which will result in consistent reading and math level gains throughout the year. Each student will make at least one year's growth.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administration Classroom Teacher Instructional Facilitators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Intervention teachers - Title I Funds, Bilingual aide - Title III Funds, Additional aides - State Comp Ed	50%			

Strategy 3 Details	Reviews			
Strategy 3: All 1st and 2nd grade teachers will use decodable readers/ passages to support phonemic skills in reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will progress through each level of the DRA gradient until they are reading on grade level by the end of the academic year.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Classroom Teachers Administration Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	50%			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will actively develop, analyze, manipulate and follow trends in student data through the use of a data board in our PLC room. Instructional student data will cover: STAAR, MAP, Common Assessments and DRA levels.	Formative			Summative
	Dec	Mar	July	July
Strategy's Expected Result/Impact: Teachers will have a visual representation of student progress or regression on learning and will adjust instruction and student interventions based on the results of the data. **Staff Responsible for Monitoring:** Principal Classroom Teachers Instructional Facilitators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 - Student Learning 1, 2, 5	50%			

Strategy 5 Details	Reviews			
Strategy 5: Special education teachers will be a part of general education PLC time.	Formative			Summative
	Dec	Mar	July	July
Strategy's Expected Result/Impact: Special and general education will function more as a team with the same goals and objectives. **Staff Responsible for Monitoring:** Classroom Teachers Special Education Teachers Instructional Facilitators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	25%			

Strategy 6 Details	**Reviews**			
Strategy 6: Students will be expected to provide writing samples across all subjects and grade levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will provide time and assignments that require students to write multiple sentences to build stamina and check grammar.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Instructional Facilitators Administration Classroom Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - Perceptions 1	50%			

Strategy 7 Details	**Reviews**			
Strategy 7: Purchase and full implementation of K-12 Summit Science lessons and assessments through Title 1 funds to supplement science curriculum in all fifth grade classrooms.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: More students will be prepared to pass the STAAR test in fifth grade. **Staff Responsible for Monitoring:** Intervention Teachers Campus Principal Classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 3 **Funding Sources:** - Title I Funds	50%			

Strategy 8 Details	Reviews			
Strategy 8: All students will begin using Typing.com to become familiar with typing skills and increase their proficiencies with on-line learning/testing.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students will feel more comfortable with a keyboard and typing on a computer. **Staff Responsible for Monitoring:** Administration Computer lab aide **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1 **Funding Sources:** Additional aide - State Comp Ed	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of Economically Disadvantaged students are scoring below district average on state assessments. **Root Cause**: Lack of opportunities and experiential learning to build vocabulary and enrich literacy.

Student Learning
Problem Statement 1: Gaps in math for grades 1-5. **Root Cause**: Lack of targeted intervention.
Problem Statement 2: We continue to have a lower success rate at the 3rd grade reading level. **Root Cause**: A large amount of students needing early literacy intervention.
Problem Statement 3: 5th grade science scores decreased 16% from the previous year. **Root Cause**: This is a systemic issue throughout the district with 5th grade science. There is not much emphasis in grades 1-4 science.
Problem Statement 4: Lack of direction on how to prepare for the STAAR redesign and a quick implementation of new reading/writing curriculum with on-the-go training for teachers. **Root Cause**: TEA did not provide adequate information in a timely manner to allow districts to properly prepare for the new redesigned STAAR questions and extended constructive response.
Problem Statement 5: Many of our Special Education students are not meeting state standards on state assessments. **Root Cause**: Lack of exposure to grade-level content and knowledge while still receiving academic support through specialized instruction.

Perceptions
Problem Statement 1: Motivation and effort is lacking in some areas. **Root Cause**: A since of urgency and accountability is lacking at the campus level.

Goal 1: Improve Student Achievement

Performance Objective 2: Percentage of students approaching, meeting and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups.

Evaluation Data Sources: STAAR
PBMAS

Strategy 1 Details	Reviews			
Strategy 1: All classroom teachers will provide writing instruction using the Empowering Writers curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The consistency across the campus will result in writing scores that are comparable or exceed state standards. **Staff Responsible for Monitoring:** Principal ELAR Facilitator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Problem Statements:** Student Learning 4	**Dec** 50%	**Mar**	**July**	**July**

Strategy 2 Details	Reviews			
Strategy 2: Campus-wide instructional focus of academic vocabulary through morning announcements, classroom word walls with visual support, hallway word walls.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase understanding of academic vocabulary which will show in STAAR scores in all subjects. **Staff Responsible for Monitoring:** Reading Instructional Facilitator Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 5	**Dec** 50%	**Mar**	**July**	**July**

Strategy 3 Details		Reviews			
		Formative			**Summative**
Strategy 3: All students will be provided small group math support from either an interventionist, classroom teacher or paraprofessional. This is to address learning loss as well as grow all students.		**Dec**	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Math small group assistance will be provided to all students resulting in more students moving from approaching to meets, from meets to masters in STAAR ratings. **Staff Responsible for Monitoring:** Math Facilitator Interventionists Classroom Teacher Administration **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Math kits from Hand 2 Mind - Title I Funds		50%			

Strategy 4 Details		Reviews			
		Formative			**Summative**
Strategy 4: Students at or above grade level will attend daily enrichment classes during Tier Time. These enrichment classes will concentrate on math and science but will also address reading skills.		**Dec**	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Move more students from meets to masters on STAAR. **Staff Responsible for Monitoring:** Paraprofessional Administration **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1		50%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: High percentage of Economically Disadvantaged students are scoring below district average on state assessments. **Root Cause**: Lack of opportunities and experiential learning to build vocabulary and enrich literacy.

Student Learning
Problem Statement 1: Gaps in math for grades 1-5. **Root Cause**: Lack of targeted intervention.
Problem Statement 2: We continue to have a lower success rate at the 3rd grade reading level. **Root Cause**: A large amount of students needing early literacy intervention.
Problem Statement 3: 5th grade science scores decreased 16% from the previous year. **Root Cause**: This is a systemic issue throughout the district with 5th grade science. There is not much emphasis in grades 1-4 science.
Problem Statement 4: Lack of direction on how to prepare for the STAAR redesign and a quick implementation of new reading/writing curriculum with on-the-go training for teachers. **Root Cause**: TEA did not provide adequate information in a timely manner to allow districts to properly prepare for the new redesigned STAAR questions and extended constructive response.
Problem Statement 5: Many of our Special Education students are not meeting state standards on state assessments. **Root Cause**: Lack of exposure to grade-level content and knowledge while still receiving academic support through specialized instruction.

School Processes & Programs
Problem Statement 1: There has not been a consistent and reliable method for identifying difficulties in math and providing targeted intervention. **Root Cause**: The focus has been on reading.

Perceptions
Problem Statement 1: Motivation and effort is lacking in some areas. **Root Cause**: A since of urgency and accountability is lacking at the campus level.

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Monday Elementary will encourage and motivate high attendance rates, identify at risk students in need of intervention and strengthen home-school relationships.

Evaluation Data Sources: PEIMS reports for attendance
At risk data
MTSS data

Strategy 1 Details	Reviews			
Strategy 1: Students are encouraged to attend school on a regular basis through recognition and earned rewards, increasing instructional time.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Sustain at least a 97% Campus Wide Attendance Rate. **Staff Responsible for Monitoring:** Assistant Principal Attendance Clerk **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	50%			

Strategy 2 Details	Reviews			
Strategy 2: ROAR winners are selected for positive behavior monthly.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students will embrace the school wide behavior system. **Staff Responsible for Monitoring:** ROAR Committee Assistant Principal **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	50%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of Economically Disadvantaged students are scoring below district average on state assessments.   **Root Cause**: Lack of opportunities and experiential learning to build vocabulary and enrich literacy.

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, Staff

Performance Objective 1: The campus will provide high quality staff development.

Evaluation Data Sources: Reading Academy Cohort Leader
Principal
Instructional Facilitators
Margarita Garcia

Strategy 1 Details	Reviews			
Strategy 1: Support teacher growth and learning through various trainings that support on-line programs and data tracking components such as AWARE, Map Fluency, IXL and Recordex Training.	**Formative**			**Summative**
	Dec	Mar	July	July
Strategy's Expected Result/Impact: Teachers will feel better equipped to utilize programs for student growth. **Staff Responsible for Monitoring:** Administration Technology **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	50%			

Strategy 2 Details	Reviews			
Strategy 2: All 1st-3rd grade teachers will participate in the Reading Academy where they will become highly trained in the Science of Teaching and Reading, provide evidence based literacy instruction, and promote critical thinking.	**Formative**			**Summative**
	Dec	Mar	July	July
Strategy's Expected Result/Impact: EOY DRA scores will be on target due to increase in teacher training. **Staff Responsible for Monitoring:** Teachers Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of Economically Disadvantaged students are scoring below district average on state assessments.   **Root Cause**: Lack of opportunities and experiential learning to build vocabulary and enrich literacy.
Student Learning
Problem Statement 2: We continue to have a lower success rate at the 3rd grade reading level.   **Root Cause**: A large amount of students needing early literacy intervention.

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, Staff

Performance Objective 2: The district/campus will recruit and hire fully certified and highly qualified administrators, teachers, and staff.

    Evaluation Data Sources: Performance records.

Strategy 1 Details	Reviews			
Strategy 1: Monday Elementary will continue to seek out highly qualified and motivated staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher will be more experienced and qualified to educate our students. Students will be more successful.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	50%			

Strategy 2 Details	Reviews			
Strategy 2: New Teacher Academy is provided to all teachers new to Monday.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers new to campus will feel supported and informed.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Encourage paraprofessionals to pursue a teaching career.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide various opportunities for paraprofessionals to participate in staff development and opportunities to explore the teaching experience.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administration Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Lead book study over "Your First Year: How to Survive and Thrive as a New Teacher" for all new teachers new to education.	**Formative**			**Summative**
	Dec	Mar	July	July
Strategy's Expected Result/Impact: All first year teachers will gain knowledge over basic classroom organizational and management skills while also connecting with other new teachers monthly. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	50%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Improve Student Programs and Services

Performance Objective 1: Technology will be integrated throughout the district/campus.

    Evaluation Data Sources: Lexia, IXL, Pearson, District Assessment Data

Strategy 1 Details		Reviews			

Strategy 1: Students will continue to participate in online instruction through various programs such as Lexia , IXL and Google Classroom.
    Strategy's Expected Result/Impact: Students will gain needed practice in reading and math skills.
    Staff Responsible for Monitoring: Classroom Teacher
Administration
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 -
		Formative			**Summative**

		Dec	**Mar**	**July**	**July**
		45%			

Strategy 2 Details		Reviews			

Strategy 2: Purchase headphones with attached microphones with Title 1 funds to use for 1st and 2nd grade students on MAP Fluency Foundations Benchmark so that students can talk/read into the headphones for assessment purposes.
    Strategy's Expected Result/Impact: Improved assessments so teachers can assess reliable data for student groups.
    Staff Responsible for Monitoring: Classroom Teacher
Administrators
Instructional Facilitators
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
Funding Sources: - Title I Funds
		Formative			**Summative**

		Dec	**Mar**	**July**	**July**
		100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: All first through fifth classrooms will be equipped with Recordex TVs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have more opportunities for interactive learning.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Classroom Teachers Technology Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Improve Student Programs and Services

Performance Objective 2: Students in need of specialized services will be properly identified and served.

    Evaluation Data Sources: MTSS Data
Teacher Records

Strategy 1 Details		Reviews			
Strategy 1: Teachers will meet with the MTSS team once every nine weeks to evaluate student progress.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Students in need of further support will be identified.
    Staff Responsible for Monitoring: MTSS Team
 	
    Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
		Dec	**Mar**	**July**	**July**

		50%			

Strategy 2 Details		Reviews			
Strategy 2: 4th and 5th grade students who did not approach on STAAR will be provided accelerated instruction in all subjects needed daily.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Gaps in instruction will be filled and students will be successful on the STAAR assessment.
    Staff Responsible for Monitoring: Classroom Teacher
Administration
 	
    Title I:
2.6
		Dec	**Mar**	**July**	**July**

		75%			

Strategy 3 Details				Reviews			
Strategy 3: Due to the increased number of dyslexia students, an additional staff member (aide) will support the dyslexia program and work under the dyslexia teacher to provide support for our students who qualify for the program. **Strategy's Expected Result/Impact:** Dyslexia student STAAR scores will improve. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				Formative			Summative
				Dec	Mar	July	July
				100%	100%	100%	

Strategy 4 Details				Reviews			
Strategy 4: SEL needs will be identified and students served in small groups or individually by the counselor. **Strategy's Expected Result/Impact:** One on one interviews with students to identify possible issues. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				Formative			Summative
				Dec	Mar	July	July
				50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Improve Student Programs and Services

Performance Objective 3: Parental and Community Involvement will be Prioritized.

    Evaluation Data Sources: Teacher Conference Sheets

Strategy 1 Details	Reviews			
Strategy 1: Administration will send out a monthly digital newsletter.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Keep parents informed of school and district happenings.
 Staff Responsible for Monitoring: Administration
 	
 Title I:
 4.2
  - TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 3: Positive School Culture
	Dec	Mar	July	July

	50%			

Strategy 2 Details	Reviews			
Strategy 2: Monday Elementary will continue a "Monday Folder" procedure. A schoolwide folder will be sent out each Monday with school information in it.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Parents will be informed of weekly happenings and student progress on a consistent basis.
 Staff Responsible for Monitoring: Classroom Teachers
 	
 Title I:
 4.2
  - TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 3: Positive School Culture
	Dec	Mar	July	July

	50%			

Strategy 3 Details	Reviews			
Strategy 3: Monday Elementary will make weekly Facebook posts.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be aware of school happenings.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administration **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture	50%			

Strategy 4 Details	Reviews			
Strategy 4: The Community Heroes program will continue to serve students in a mentor capacity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased community involvement.	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Counselor **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	50%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 1: Students will practice safety procedures throughout the campus.

Evaluation Data Sources: Teachers
Administration

Strategy 1 Details		Reviews			
Strategy 1: Students and staff are trained on appropriate procedures regarding daily and emergency building procedures.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Less injuries and illness. Staff and students are safe during emergency situations. **Staff Responsible for Monitoring:** Nurse Administration **ESF Levers:** Lever 3: Positive School Culture		Dec	Mar	July	July
		50%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 2: Provide Programs and Structures that Promote an Orderly Learning Environment

    Evaluation Data Sources: All Staff

Strategy 1 Details		Reviews			
Strategy 1: Staff will continue to reward students for compliance with the schoolwide PBIS behavior plan.		**Formative**			**Summative**
Strategy's Expected Result/Impact: An orderly learning environment is produced through consistent expectations.		**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: All Staff **ESF Levers:** Lever 3: Positive School Culture		50%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 3: Provide Programs and Structures that Promote Social and Emotional Well-being

Evaluation Data Sources: Counselor Notes
Parental Feedback
Teacher Feedback

Strategy 1 Details	Reviews			
Strategy 1: Monday Elementary will continue to incorporate a designated character trait for each month along with a monthly guidance lesson from the counselor.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students will learn to be accountable for their behaviors and the possible harm they cause. Increased positive school climate. **Staff Responsible for Monitoring:** Administration Counselor **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Chris Hicks	Principal
Non-classroom Professional	Kim White	Counselor
Administrator	Daniel Tippol	Assistant Principal
Administrator	Krystal Lamb	Administrator
Classroom Teacher	Marcie Chaney	Classroom Teacher
Classroom Teacher	Angela Whiteman	Classroom Teacher
Classroom Teacher	Laura Throneberry	Classroom Teacher
Classroom Teacher	Mary Sexton	Classroom Teacher
Non-classroom Professional	Janessa Carrillo	Paraprofessional
Business Representative	Kirsten Powell	Business Representative
Business Representative	Amy Fowler	Business Representative
Community Representative	Linda Hobson	Community Representative
Community Representative	Jayna Mitchell	Community Representative
Parent	Mike Lamb	Parent
Parent	Lilibeth Moreno	Parent

Campus Funding Summary

Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Intervention teachers		$0.00
1	1	7			$0.00
1	2	3	Math kits from Hand 2 Mind		$0.00
4	1	2			$0.00
				Sub-Total	$0.00
Title III Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Bilingual aide		$0.00
				Sub-Total	$0.00
State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Additional aides		$0.00
1	1	8	Additional aide		$0.00
				Sub-Total	$0.00