

Kaufman Independent School District
Lucille Nash Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Kaufman Independent School District will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

Preparation - Purpose - Pride

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Improve Student Achievement	11
Goal 2: Improve Student Career and College Readiness	16
Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff	19
Goal 4: Improve Student Programs & Services	21
Goal 5: Provide a safe and orderly learning environment	25
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lucille Nash Elementary is currently in year 5 of its newly restructure consisting of 1st through 5th grade students. With the new structure, there are now 3 elementary schools in our community. Lucille Nash Elementary currently enrolls 585 students. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. We are a Title 1 campus that has 6 sections in 1st grade, 2nd grade, 3rd grade, and 4th grade and 4 sections in 5th grade. Nash's school data currently includes: 68% of our students are economically disadvantaged, and 26% of our students are identified at-risk. Special Programs are provided for students who qualify for the services, which includes: Bilingual/ESL 20%, Gifted and Talented 8% and 17% in Special Education. The ethnic distribution of our campus includes: 6.7% African American, 45% Hispanic, 43% White, 2% American Indian, 0.4%, and 3% Two or More Races.

Demographics Strengths

- Mobility number lower than district and state average.
- Attendance rate continues to be higher than district and state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students needing intervention for various academic needs continues to increase. **Root Cause:** Campus arrangement of students switching schools every two years creates lack of continuity providing intervention for students from year to year.

Student Learning

Student Learning Summary

Last year the state made changes to the state assessment with new question types on all tests and a complete new blueprint for RLA to include both reading and writing. With the new assessment, our students showed a lower percentages in achievement than in the past.

STAAR 2022-23		Nash% App	STATE App	Change	Nash % Meet	State Meet	Change	Nash Master	State Master	Change
Nash	3R	70	77	-5	44	51	-7	14	20	-6
	3M	74	72	+2	38	44	-6	17	19	-2
	4R	86	78	+8	57	47	+10	26	21	+5
	4M	86	70	+16	62	47	+15	31	22	+9
	5R	77	81	-4	46	53	-7	30	28	+2
	5M	70	79	-9	50	49	-1	21	10	-11
	5Sci	57	64	-7	31	28	+3	15	15	-

Compared to the state, Nash performed below the state averages in both 3rd grade reading and in all three subjects in 5th grade in the approaches level. The data last year will serve as a baseline for the STAAR redesign and we will be able to compare progress from year to year moving forward

Student Learning Strengths

- 4th state assessments above the state averages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic Achievement targets set by the state were not met in math. **Root Cause:** New learning gaps created from pandemic.

Problem Statement 2 (Prioritized): The ELL student population did not meet target set by the state for English Language Proficiency **Root Cause:** The support and targeted intervention for the ELL students is not consistent.

Problem Statement 3 (Prioritized): Fifth grade performance is below the state average in all tested subjects. **Root Cause:** New learning gaps created as a result in pandemic.

School Processes & Programs

School Processes & Programs Summary

Campus is a 1st-5th elementary campus. First and second grade classes are all be self-contained. Grades 3-5 are departmentalized with 2 way split in both 3rd and 4th grades. In 5th grade, classes are departmentalized in a 4 way split with ELAR, SS, Science, and Math. Each grade level will have a separate intervention block of 60 minutes to help all student progress to the next level. There are 3 intervention teachers, 1 dyslexia teacher, and 3 SPED teacher to address the specific needs of students.

Common Assessments were given each 9 week grading period to check progress. Teachers track student data and progress to make instructional decisions. Students will also track their own academic progress in student data notebooks.

Teachers met weekly after school with their same subject department teachers to plan subject lessons. One day was also given each 9 weeks for planning.

Core subject classrooms are equipped with flat screen TVS and Apple TV. Each classroom has a document camera. Each classroom has set of Chromebooks for individual student use..

School Processes & Programs Strengths

- Teachers report the planning day provided each grading period in beneficial in feeling prepared for the next grading period.
- Teachers have a common planning period each day for 55 minutes.
- Each grade level has a separate instructional time for interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The previous district structure had students switching school every 2 years. **Root Cause:** Academic progress is lowered during the transition years.

Perceptions

Perceptions Summary

The entire structure of the campus changed as the school adjusted from a 5-6 intermediate campus to an elementary campus with grades 1-5. Teachers have adjusted to new assignments on the 3 elementary campuses and the Junior High. Last year was a building year for a new culture and climate with all the changes.

Many decorative changes occurred over the summer to help make the school feel more inviting for the younger ages. Each year the students anticipate the new theme and decorations for the school. This year our theme was centered around an adventure. Each grade level hallway is decorated with a different adventure theme in mind.

Perceptions Strengths

- The new structure will benefit students making academic progress.
- Families and students excited about the look and feel of school as the new year began.
- The newly formed PTO continues to grow and positively impacts the campus.
- PTO Family nights were well attended.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student arrival and dismissal congested with new community school arrangement. **Root Cause:** More students traveling in car to and from school.

Problem Statement 2: Student misconduct continues after receiving consequences. **Root Cause:** A more student reflective approach is needed from administration, teachers, and parents.

Priority Problem Statements

Problem Statement 1: The number of students needing intervention for various academic needs continues to increase.

Root Cause 1: Campus arrangement of students switching schools every two years creates lack of continuity providing intervention for students from year to year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The ELL student population did not meet target set by the state for English Language Proficiency

Root Cause 2: The support and targeted intervention for the ELL students is not consistent.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Fifth grade performance is below the state average in all tested subjects.

Root Cause 3: New learning gaps created as a result in pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Academic Achievement targets set by the state were not met in math.

Root Cause 4: New learning gaps created from pandemic.

Problem Statement 4 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress 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
- STAAR Emergent Bilingual (EB) progress measure data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices




Goals




Goal 1: Improve Student Achievement






Performance Objective 1: State Assessments in Reading, Math, and Science will meet or exceed State standards for all student groups.






Evaluation Data Sources: STAAR results/PBMAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Track class data, each sub group including ELL and SPED, and individual student data and make adjustments based on the learning needs of the students.</p> <p>Strategy's Expected Result/Impact: The use of common assessments will help guide the instruction needed for reteaching and continued to support allowing for continual student growth.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers Campus RTI Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Intervention provided to students who are significantly below grade level using the Leveled Literacy Intervention system, Hands to Mind Phonics Intervention and Read Right with RTI teachers. Additional interventions will be provided through in-class support. Students reading levels will be assessed at the beginning of the year to form groups. Progress in groups will be monitored and groups adjusted as needed based on data.</p> <p>Strategy's Expected Result/Impact: Student reading levels should increase earlier in the school year.</p> <p>Staff Responsible for Monitoring: Principal RTI Coordinator RTI Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Intervention teachers - Title I Funds, Intervention staff - State Comp Ed</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Include a separate intervention time for each grade level in the master schedule to address the various learning needs of all students. This time will be called Level Up and each student will be working to move to the next academic level. Focus Level Up Intervention will have 2 sessions of 30 minutes each so students can work on both math and reading learning gaps. Students will use Progress Learning Lift-Off and small group instruction to address the learning gaps.</p> <p>Strategy's Expected Result/Impact: The data will reveal the students who continue to struggle and the learning gaps will close.</p> <p>Staff Responsible for Monitoring: Principals Classroom teachers</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to use Progress Learning to support all grades in reading, math, science and social studies with demonstration mastery of grade level standards. Increase focus on student study plans and focused learning needs identified.</p> <p>Strategy's Expected Result/Impact: The continual practice and review of learning standards will help students achieve at higher rates throughout the year.</p> <p>Staff Responsible for Monitoring: Principals Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p>	Formative			Summative
	Dec	Mar	July	July
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue the use of Lone Star Learning Target programs to spiral and review reading and math state standards throughout the year.</p> <p>Strategy's Expected Result/Impact: Student performance will increase on state assessments.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
<p>Strategy 6: All grades and subjects will implement writing across the curriculum with a focus on the Empowering Writers model to prepare students for the constructive responses in all subjects on STAAR.</p> <p>Strategy's Expected Result/Impact: Student responses in both short and extended written responses will show mastery of learning through written expression.</p> <p>Staff Responsible for Monitoring: Principals Facilitators</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Use computer support programs, XTRA Math (math), Happy Numbers (math), and Progress Learning (math & reading) and Lexia (reading), to close skill gaps and accelerate learning in reading and math.</p> <p>Strategy's Expected Result/Impact: Students will complete all grade level skills specified in both programs.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>-</p>	Formative			Summative
	Dec	Mar	July	July
				





Strategy 8 Details	Reviews			
<p>Strategy 8: All 1st and 2nd grade students will take the MAP Fluency Foundations Benchmark at the BOY, MOY, and EOY to help identify needed reading skills for intervention.</p> <p>Strategy's Expected Result/Impact: Give insight in forming data based instructional small groups.</p> <p>Staff Responsible for Monitoring: Principals, Facilitator, Teachers</p> <p>Funding Sources: Headphones - Title I Funds</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 9 Details	Reviews			
<p>Strategy 9: All 1st through 5th grade math teachers will use Hands to Mind Math kits to support concrete instruction of math concepts in small group guided math instruction.</p> <p>Strategy's Expected Result/Impact: Improve students understanding of math concepts and improved scores on Common Assessments.</p> <p>Staff Responsible for Monitoring: Principals, Facilitators, Teachers</p> <p>Funding Sources: Math kits - Title I Funds</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Create campus STEM lab with curriculum purchased from Title I funds, to support the cohesive science instruction across of grades 1-5. Science classes will rotate through the STEM Lab at least 2 times per month.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to science skills more consistently. Scores on common assessments will improve in grades 3-5 in Science.</p> <p>Staff Responsible for Monitoring: Principals, Facilitators, Teachers</p> <p>Funding Sources: - Title I Funds</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Fully implement K-12 Summit Science lessons to supplement the science curriculum in 5th grade.</p> <p>Strategy's Expected Result/Impact: Students scores on common assessments and STAAR will improve.</p> <p>Staff Responsible for Monitoring: Principals, Facilitators, 5th Science Teacher</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Purchase and fully implement the use of Typing.com so students improve typing proficiency with online learning and testing</p> <p>Strategy's Expected Result/Impact: Principal, Computer Lab Aide, Classroom teachers</p>	Formative			Summative
	Dec	Mar	July	July
				







Strategy 13 Details	Reviews			
<p>Strategy 13: All 1st and 2nd grade classrooms will ensure the balance approach to literacy with the Science of Reading in mind to include the use of Heggerty, for phonemic awareness, Saxon Phonics for phonics instruction, and the use of decodable readers in small group instruction.</p> <p>Strategy's Expected Result/Impact: Student basic reading skills will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Facilitators, Principals</p>	Formative			Summative
	Dec	Mar	July	July
				
<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: Improve Student Career and College Readiness

Performance Objective 1: Mastered grade level scores on State Assessments in Reading, Math, and Science will meet or exceed the State averages.

Evaluation Data Sources: STAAR Advanced scores








Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the PLC process to help teachers analyze the trends in the achievement data of students to make informed instructional decisions in both whole group and small group instructions. Student data to consider will include: STAAR, MAP Growth, Common Assessments and reading levels.</p> <p>Strategy's Expected Result/Impact: Teachers will have a visual representation of student progress and make informed instructional decisions.</p> <p>Staff Responsible for Monitoring: Principals, Facilitators, Teachers</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will set goals and their monitor progress using Student Data Notebooks.</p> <p>Strategy's Expected Result/Impact: Students will become more aware of their learning progress.</p> <p>Staff Responsible for Monitoring: Classroom teachers Principals</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use small group instruction during class time to meet the needs of the struggling learners as well as challenge the advanced learners.</p> <p>Strategy's Expected Result/Impact: Teachers will increase the frequency of each small group instruction to help students close learning gaps.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide College and Career exposure for all students in guidance lessons from the school counselor.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to the various opportunities they will have as an adult and begin working toward those goals.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>	Formative			Summative
	Dec	Mar	July	July
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus wide focus on academic vocabulary including the 12 Powerful Words by Larry Bell using common spaces to promote and encourage the use of academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Increased understanding of academic vocabulary used on state and standardized assessments.</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Grades 2-5 will have the opportunity to participate in a district wide UIL competition.</p> <p>Strategy's Expected Result/Impact: Students will be challenged with higher levels of academic skills for competition.</p>	Formative			Summative
	Dec	Mar	July	July
				
<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: Improve Student Career and College Readiness

Performance Objective 2: Attendance rates will meet or exceed state standards.








Evaluation Data Sources: End of year attendance rate

Strategy 1 Details	Reviews			
<p>Strategy 1: During times where attendance begins to fall below the average we will have a Homeroom Attendance Contest. A variety of Homeroom Attendance Contests will be held throughout the school year. Contests will be daily, weekly, monthly, or quarterly. Attendance graphs will be used in a central location to provide a visual for students to see.</p> <p>Strategy's Expected Result/Impact: Increase campus-wide attendance rate from 96.5% to no less than 96.8%.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Truancy procedures will be followed. The appropriate letters, attendance contracts, parent meetings, student conferences, home visits will happen at the appropriate times.</p> <p>Strategy's Expected Result/Impact: Reduction in truancy contributes to an increase in consistent student attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal, PEIMS Secretary, Counselor</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students monitor individual attendance in student data notebook.</p> <p>Strategy's Expected Result/Impact: Increased in student awareness and goal setting of attendance.</p>	Formative			Summative
	Dec	Mar	July	July
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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








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

Evaluation Data Sources: T-TESS Evaluations and Walk-through Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly PLC schedule will be utilized to allow teachers time each week to grow professionally as well as provide additional time to strategically plan.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to meet the growing needs of students as evidenced by an increase in T-TESS scores.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Department Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: In addition to the PLC time daily, teachers will also have Common Planning Time with subject departments.</p> <p>Strategy's Expected Result/Impact: Lessons will be planned based on students needs from data and student achievement will increase and teacher morale will increase the allotted time to plan during the school day.</p> <p>Staff Responsible for Monitoring: Principal Department Leadership</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: In addition to PLC and Common Planning times, teachers will have an extended PLC (Teaching with Tenacity) scheduled each semester to review the upcoming grade level standards to teach.</p> <p>Strategy's Expected Result/Impact: Standards will be taught with rigorous lessons that address the depth of the content needed to be successful on state assessment.</p> <p>Staff Responsible for Monitoring: Principal Facilitators</p>	Formative			Summative
	Dec	Mar	July	July
				
<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: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff




Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff







Strategy 1 Details	Reviews			
<p>Strategy 1: Assign Mentor teachers to every new teacher on campus. Strategy's Expected Result/Impact: New teachers will feel welcomed and have a person they can consult for help as needed. Staff Responsible for Monitoring: Principal Mentor Teachers</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will begin an after school share time for teachers to come and share learning strategies that have been successful in their classroom. Strategy's Expected Result/Impact: Teachers will meet monthly or bimonthly to share ideas with each other. Staff Responsible for Monitoring: Principals Teachers ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Additional support and training provided by the new campus instructional reading facilitator and continue support from the district math facilitator. Strategy's Expected Result/Impact: Teachers will have a greater understanding of standards to teach when planning. Staff Responsible for Monitoring: Principal Facilitators</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs & Services

Performance Objective 1: Increase parental and community involvement.

Evaluation Data Sources: Sign In Sheets, CNA








Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with families using the campus Remind 101, teacher Remind 101, Nash Monthly Newsletter, and Campus Highlights digitally through Smore.</p> <p>Strategy's Expected Result/Impact: Parents will be more aware of the events occurring at school which should increase family engagement. Parents will also be supported with additional information concerning the academic and social/emotional needs of their children.</p> <p>Staff Responsible for Monitoring: Principals Counselor Teachers</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to build PTO to help bring the parents and teachers together to help support students on campus.</p> <p>Strategy's Expected Result/Impact: Additional activities and opportunities will be offered to families increasing the involvement in school.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide two family events after school to give parents an opportunity to participate and observe the learning highlights of their students.</p> <p>Strategy's Expected Result/Impact: There will be a stronger partnership between school and family relationships.</p> <p>Staff Responsible for Monitoring: Principals Teachers PTO</p>	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Begin a new servant leadership focused group with 5th grade, Cub Club. This group will plan and complete monthly service projects to support both the school and community.</p> <p>Strategy's Expected Result/Impact: Students awareness of needs of others will increase.</p> <p>Staff Responsible for Monitoring: Teacher Leader Principal</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The Nash Garden Club will continue to study the concepts needed to grow various plants and participate in community wide sale at the Farmers Market. All students will have access to the Nash Garden for outdoor learning experiences.</p> <p>Strategy's Expected Result/Impact: Students will gain a deeper understanding of the planting process and life cycle of plants.</p> <p>Staff Responsible for Monitoring: Principal 5th Grade Science Teacher</p>	Formative			Summative
	Dec	Mar	July	July
				
<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: Improve Student Programs & Services

Performance Objective 2: Close the performance gap between All students and ELL and SPED students on campus.






Evaluation Data Sources: PBMAS

Strategy 1 Details	Reviews			
<p>Strategy 1: LPAC Committee will meet at the end of each grading period to review progress of each ELL student and add additional interventions or accommodations as needed.</p> <p>Strategy's Expected Result/Impact: The targeted additional interventions will increase student performance.</p> <p>Staff Responsible for Monitoring: Assistant Principal LPAC Chairs Classroom Teachers</p> <p>Funding Sources: Bilingual aide - Title III Funds</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Literacy instruction and additional vocabulary instruction will be incorporated into all content areas including visual supports for students.</p> <p>Strategy's Expected Result/Impact: The learning gap will begin to close for ELL and SPED students.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Use MAP Growth data to help create intervention plans to address learning gaps of all students including SPED and LPAC. We will also use the Level Up time each day to address the learning gaps identified in the MAP Growth data. MAP Growth will be assessed 3 times a year: BOY, MOY, and EOY.</p> <p>Strategy's Expected Result/Impact: Students MAP Growth will increase each time students are assessed.</p> <p>Staff Responsible for Monitoring: Principals Facilitators Interventionists</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs & Services

Performance Objective 3: Technology will be implemented throughout each classroom.




Evaluation Data Sources: Director of Technology
Principals
Usage Reports







Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional support and training for teachers in using the recent technology added to classrooms and computer software to support instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will use technology and implement computer software based on a deeper understanding of how to use.</p> <p>Staff Responsible for Monitoring: Principal Facilitators Technology</p>	Formative			Summative
	Dec	Mar	July	July
	 50%			
<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 5: Provide a safe and orderly learning environment

Performance Objective 1: Provide a safe and orderly learning environment.

Evaluation Data Sources: CNA, PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Perform routine safety drills and weekly door audits. Strategy's Expected Result/Impact: Safety procedures will be practiced so school will remain safe no matter the event. Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for volunteers to serve on campus. Various volunteer opportunities will be provided such as Dudes on Duty, classroom support, and student mentors. Strategy's Expected Result/Impact: Additional support provided to campus and increased community participation on campus. Staff Responsible for Monitoring: Principals ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue with the implementation and the use of PikmyKid dismissal system to organize and maintain the dismissal process of students. Strategy's Expected Result/Impact: Dismissal will be safer and more time efficient with organized system to track all students. Staff Responsible for Monitoring: Principals Office Staff Teachers ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Implementation of Capturing Kids Heart to help build strong positive connections between teachers to teachers, teachers to students, and students to students.</p> <p>Strategy's Expected Result/Impact: Student behavior will improve causing a decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Principals School Counselor Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will participate in BASE education to learn computer safety as well as enforce social and emotional support. Student technology usage will be monitored through BARK and Classroom Relay.</p> <p>Strategy's Expected Result/Impact: Students technology usage will be safely monitored will at school.</p> <p>Staff Responsible for Monitoring: Teachers Principals Counselor</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue with the use of telehealth services for students and add the implementation telehealth counseling services to students in need of additional emotional support.</p> <p>Strategy's Expected Result/Impact: Students attendance will increase with physical and emotional health supports provided at school.</p> <p>Staff Responsible for Monitoring: Director of Student Services Principal Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Additional safety features added to campus including new gate for main drive for drop off and pick up, door alarms, and additional door swipe access points.</p> <p>Strategy's Expected Result/Impact: Both the building and grounds will be more secure.</p> <p>Staff Responsible for Monitoring: District Administration and Support Staff</p>	Formative			Summative
	Dec	Mar	July	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention teachers		\$0.00
1	1	8	Headphones		\$0.00
1	1	9	Math kits		\$0.00
1	1	10			\$0.00
Sub-Total					\$0.00
Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Bilingual aide		\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention staff		\$0.00
Sub-Total					\$0.00