Kaufman Independent School District

Phillips Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

In partnership with our families and community, Phillips Elementary is dedicated to ensuring students maximize their potential through igniting high-level academic opportunities while also providing a safe and supportive learning environment.

Vision

Phillips Elementary: Cultivating Excellence - Empowering All!

EVERY CHILD. EVERY DAY. WHATEVER IT TAKES!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Phillips Elementary is an elementary campus that meets the unique needs of approximately 493 1st through 5th graders in our community. 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 houses 25 homeroom classes.   Phillips students feed into Kaufman Junior High. Our ethnicity breakdown is 64% Hispanic (4% increase from 2021), 31% White (5% decrease from 2021), 1.7% African American, .21% Asian, and 2% two or more races. 80% of our students are economically disadvantaged and 36% of our children are Emergent Bilinguals (6% increase from 2021). We have 30 students identified as Gifted and Talented, 32 students identified for 504 services and 91 students identified as Students with Disabilities**.** The children with disabilities are served in Speech therapy and/or our Resource and/or Inclusion classrooms.

Attendance rates have steadily increased since COVID; however, we have yet reached pre-COVID percentage. Last year we had an attendance rate of 94%.

Phillips Elementary continues to place a high priority on employing a high quality, talented staff. Twelve new teachers were hired this year due to retirement and reassignment. Nine are veteran teachers and three are first year teachers.

Demographics Strengths

- Phillips continues to meet the needs of a growing economically-disadvantaged population
- Teachers continue to provide differentiated instruction to a diverse student population
- Phillips continues to improve the RTI process to address the needs of at-risk students
- Class sizes are at or below state ratio
- Supportive community with students and staff

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.

Problem Statement 2 (Prioritized): Meeting the academic needs of emergent bilingual (EB) students continues to be a challenge at Phillips.   **Root Cause:** There continues to be a growing emergent bilingual (EB) population with more students enrolling at Phillips Elementary which is requiring increased language support. Our Hispanic demographic is under represented with campus staff and doesn't accurately reflect our student population.

Problem Statement 3 (Prioritized): Increased percentage of students needing specialized instruction through our special education program.   **Root Cause:** As a Title 1 campus with 80% of students economically disadvantaged, early childhood intervention is not always accessible. There is a lack of resources and knowledge of how to access resources among our families who live in the rural area of Kaufman.

Student Learning

Student Learning Summary

Despite great academic gains in 3rd and 5th grade STAAR Math and Reading, Phillips Elementary is still significantly behind district and state scores. Also, our 4th grade math and reading dropped significantly and there wasn't any progress in 5th grade science.

STAAR Grade / Subject	2022	2023	Difference
3rd Grade Math	63	77	+14
3rd Grade Reading	77	79	+2
4th Grade Math	63	61	-2
4th Grade Reading	68	64	-4
5th Grade Math	62	88	+26
5th Grade Reading	68	74	+6
5th Grade Science	48	48	0

We are providing Accelerated Instruction to students that did not pass either the Reading or Math STAAR assessments through summer school learning, MTSS intervention classrooms or small group instruction in the classroom. We have used the first five weeks of school to focus on Accelerated Instruction during our MTSS intervention time for just those students who need to complete their 15 or 30 hours of AI.

Students receive 60 minutes per day for grades 3-5 of intervention or enrichment instruction. First and second grade receives 45 minutes of intervention or enrichment instruction. Content instruction stops and targeted intervention is given to each student across all grade levels. A certified bilingual teacher has been added to our intervention team along with 2 bilingual aides and an additional bilingual aide who pushes in during instructional time to support emergent bilingual students who are new to the country and have limited English.

Student Learning Strengths

- Student growth in both STAAR Math and Reading for 3rd and 5th grade.
- Significant increase in math scores for grades 3 and 5.
- MAP Fluency Foundations testing to help identify student gaps and organize groups for interventions.
- Full implementation of Saxon Phonics in 1st and 2nd grade with decodable readers.
- Full implementation of Empowering Writers for grades 1-5.
- Reading and writing support through science / social studies class.
- Number talks in grades 1-4 during math block.
- WIN Time structure of student intervention/enrichment program design.
- 45-60 minutes of targeted intervention and Accelerated Instruction
- Standards Based Report Cards for grades 1 and 2.
- Formative Assessments that mimic STAAR designed questions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our EB students across all grade levels performed significantly lower than other students on STAAR tests.   **Root Cause:** Lack of instructional focus on language acquisition while also providing content knowledge/academic vocabulary.

Problem Statement 2 (Prioritized): 4th grade reading scores were 64%; a 13% decrease from the student's 3rd grade reading scores the previous year.   **Root Cause:** The STAAR re-design model embedded both short written responses and a constructive written response which greatly impacted our 4th grade students who have the largest percentage of EB students than any other grade on our campus.

Problem Statement 3 (Prioritized): 4th grade math scores is 61%; a 2% decrease from the student's 3rd grade math scores the previous year.   **Root Cause:** Lack of vertical alignment and continuity of district math curriculum.

Problem Statement 4 (Prioritized): A high percentage of 1st and 2nd grade students are not reading on grade level by the end of the school year as measured by DRA.   **Root Cause:** Lack of Phonics instruction and emphasis on Shared Reading instruction.

Problem Statement 5 (Prioritized): 5th grade science scores are stagnant from the previous year and did not show any growth.   **Root Cause:** This is systemic issue throughout the district with 5th grade science. There is not a lot of emphasis in grades 1-4 with science.

Problem Statement 6 (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. There appears to be a lack of accountability when students are not in their classrooms receiving grade-level instruction.

Problem Statement 7 (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.

School Processes & Programs

School Processes & Programs Summary

Phillips Elementary has 2 administrators, 1 Diagnostician, 1 Counselor, 25 homeroom teachers, 2 Special Education teachers, 1 Art/Music aide, 1 PE teacher, 1 STEM Lab aide, 1 Dyslexia teacher, 3 Intervention teachers, 1 nurse and 17 paraprofessionals/clerical. We have 12 new teachers this year. The average years experience spent with Kaufman ISD as a district is 13.3, Phillips Elementary teachers average 8 years experience with Kaufman ISD.

Over the summer, teachers have revised and updated our RLA scope and sequence curriculum to streamline learning using various curriculums and supplemental materials for balanced literacy. Our district instructional facilitators have developed curriculum for 1st and 2nd grade using a combination of Fountas and Pinnell, Empowering Writers, and Saxon Phonics. Third through fifth grade RLA is using Empowering Writers as their primary writing curriculum. A TEKs audit has been conducted over the lowest three tested RLA TEKs with our teachers.

All teachers in grades 1-5 who teach math received supplemental manipulatives from Hands to Mind Learning to support small group instruction and model concrete learning when introducing a new skill or TEK and then to help transition students to conceptual thinking in mathematical skills and computations.   A TEKs audit has been conducted over the lowest three tested Math TEKs with our teachers.

The science scope and sequence was also updated over the summer to vertically science TEKs in grades 1-5 so that a STEM Lab can be added within their Special rotation that supported classroom instruction. The district Curriculum Coordinator has also helped streamline the science curriculum to include Summit K-12 Science on all campuses. A TEKs audit has been conducted over the lowest three tested science TEKs with our teachers.

We are restructuring our New Comers Emergent Bilingual Program for students who are new to the United States within 2-3 years. This year, we currently have 12 students in this program who will work with a certified bilingual teacher during their WIN Time intervention block and received in-class support for both reading and math.

Our campus will continue to learn and grow through Professional Learning Communities for each department. Following the Plan for Learning process, our teachers will continue to gain a better understanding of their standards (clarity, specificity, and depth of knowledge) along with disaggregating their own data from MAP, DRA, and common assessments. Establishing a campus PLC is a process that will take several years to refine and grow.

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

Our campus is utilizing the BASE curriculum daily in each classroom through our 2-minutes connect activities. Each morning, our campus administrator discusses the monthly character trait and then reads our campus 2-minute connect topic that is later discussed in each class.

Our campus has several new programs that we are using to support the changing requirements from both state and local agencies. Such programs include: Title 1 Crate for compliance of Title 1 schools, Data Suit from Region 10 to help analyze and disaggregate student data, Edugence for both RTI and LEP compliance, BASE for social-emotional curriculum, Multi-Tier System Support for RTI, and LAS Assessment for student identification of LEP program.

School Processes & Programs Strengths

- Built-in Professional Development and Planning Days in school calendar
- New Comer Emergent Bilingual program with certified bilingual teacher and in-class bilingual support aide for reading and math

- New Teacher Academy and Mentor Program
- WIN Time structure to support both interventions and enrichment
- WIN Time Leadership Team
- Campus PTO
- 1 to 1 student device ratio
- Friday Focus and Monday Memo
- Monthly Parent Newsletter
- Full time Instructional Facilitator on campus
- Phillips Google Calendar
- Morning Video Announcements
- Quarterly Awards & Recognition and Goal Getters Celebrations

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students who are new to the U.S. were still struggling under our recent New Comers Program. Very little growth was seen.
Root Cause: A certified bilingual teacher wasn't available and limited staff to support in-class learning. Also, the program was teaching language through a workbook.

Perceptions

Perceptions Summary

The staff at Phillips continues to be committed to ensuring we provide a safe, secure and nurturing learning environment that provides students with a quality education and helps parents become part of the learning process. We hope that each and every child that walks our halls, leaves knowing that they matter, are valued, and hold worth. We work hard as a staff to meet the needs of each individual student. We highlight student success through Proud and Positive Office Referrals, earning Shark Bait Tickets and highlighting students through our We Read Wednesday Program.

We have developed a campus leadership team composed of teachers and administration. This visionary team has helped reshape our campus mission and vision statement and has led our staff to develop collective commitment statements as a way to hep hold each other accountable for moving our campus forward towards or mission. This team is also a driving force to help develop campus goals and to be a positive voice amongst our staff.

We set high academic expectations and focus on growth for every student. It is also our expectation that students will be good citizens at school and in the community. Parents are a vital component to the achievement and success of our students and as such, we ecourage our parents to be apart of our PTO, attend campus and classroom activities and be an active part in their child's learning on campus. We are re-establishing our Latino Literacy Program this year along with our monthly Lunch and Learns for parents.

We recently were assigned a police officer which will permanently be stationed on our campus. We are excited to see what types of programs he will bring to our campus!

Perceptions Strengths

- Morning music to greet students arriving on campus
- Provide more opportunities for community/parent engagement
- Good staff relationships
- Book Vending Machine
- Magic Maze for sensory regulation
- National Reading Day/Book Character Parade
- PBIS campus tickets
- Sunshine Committee to boost morale
- Positive social media presence
- Goal Getters Quarterly Celebrations
- Birthday Books
- Restructure of PTO
- New after school programs are being built (ex: robotics)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): High turn-over rate over the past 2-3 years. **Root Cause:** Residual affects from COVID and new campus leadership.

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

Priority Problem Statements

Problem Statement 1: Our EB students across all grade levels performed significantly lower than other students on STAAR tests.

Root Cause 1: Lack of instructional focus on language acquisition while also providing content knowledge/academic vocabulary.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Meeting the academic needs of emergent bilingual (EB) students continues to be a challenge at Phillips.

Root Cause 2: There continues to be a growing emergent bilingual (EB) population with more students enrolling at Phillips Elementary which is requiring increased language support. Our Hispanic demographic is under represented with campus staff and doesn't accurately reflect our student population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Many of our Special Education students are not meeting state standards on state assessments.

Root Cause 3: Lack of exposure to grade-level content and knowledge while still receiving academic support through specialized instruction. There appears to be a lack of accountability when students are not in their classrooms receiving grade-level instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: High percentage of Economically Disadvantaged students are scoring below district average on state assessments.

Root Cause 4: Lack of opportunities and experiential learning to build vocabulary and enrich literacy.

Problem Statement 4 Areas: Demographics

Problem Statement 5: A high percentage of 1st and 2nd grade students are not reading on grade level by the end of the school year as measured by DRA.

Root Cause 5: Lack of Phonics instruction and emphasis on Shared Reading instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 4th grade reading scores were 64%; a 13% decrease from the student's 3rd grade reading scores the previous year.

Root Cause 6: The STAAR re-design model embedded both short written responses and a constructive written response which greatly impacted our 4th grade students who have the largest percentage of EB students than any other grade on our campus.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 4th grade math scores is 61%; a 2% decrease from the student's 3rd grade math scores the previous year.

Root Cause 7: Lack of vertical alignment and continuity of district math curriculum.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 5th grade science scores are stagnant from the previous year and did not show any growth.

Root Cause 8: This is systemic issue throughout the district with 5th grade science. There is not a lot of emphasis in grades 1-4 with science.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 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 9: 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 9 Areas: Student Learning

Problem Statement 10: Increased percentage of students needing specialized instruction through our special education program.

Root Cause 10: As a Title 1 campus with 80% of students economically disadvantaged, early childhood intervention is not always accessible. There is a lack of resources and knowledge of how to access resources among our families who live in the rural area of Kaufman.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Emergent Bilingual students who are new to the U.S. were still struggling under our recent New Comers Program. Very little growth was seen.

Root Cause 11: A certified bilingual teacher wasn't available and limited staff to support in-class learning. Also, the program was teaching language through a workbook.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: High turn-over rate over the past 2-3 years.

Root Cause 12: Residual affects from COVID and new campus leadership.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Lack of parental engagement.

Root Cause 13: Residual affects from COVID, communication barrier with parents that speak Spanish and not a designated program/leader to focus on parent engagement.

Problem Statement 13 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
- 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 meet or exceed state standards for all student groups.

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

Strategy 1 Details	Reviews			
Strategy 1: All grades and subjects will implement writing across the curriculum with a focus on the Empowering Writers model to prepare students for the constructive written responses in all subjects on STAAR.	**Formative**			**Summative**
	Dec	Mar	July	July

Strategy's Expected Result/Impact: Students will increase their writing stamina and will develop a better foundation in writing while gaining confidence in using the Empowering Writer's model.   Students will show growth on STAAR.
    Staff Responsible for Monitoring: Administration
Instruction Facilitators
Teachers
 	
    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, 7
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Re-align the scope and sequence for Empowering Writers for all 3rd - 5th grade ELAR classes so that our main instructional components are used from this program/curriculum.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students will develop a deeper understanding of grammar, sentence structure and overall writing skills that will have a positive effect on STAAR scores. **Staff Responsible for Monitoring:** Administration Instructional Facilitators Teachers **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 2, 7	40%			

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**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students will progress through each level of the DRA gradient untill they are reading on grade level by the end of the academic year. **Staff Responsible for Monitoring:** Administration Instructional Facilitator Teacher **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 4	40%			

Strategy 4 Details	Reviews			
Strategy 4: Collaborate, design, train and support 1st and 2nd grade teachers with fully developed lesson plans that embed adopted curriculum, resources and high quality literature within each area: Phonics, Shared Reading, IRA/Comprehension, and Empowering Writers.	Formative			Summative
	Dec	Mar	July	July
Strategy's Expected Result/Impact: Students will have a better foundation in phonics, reading and writing. **Staff Responsible for Monitoring:** Administration Instructional Facilitators Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4	45%			

Strategy 5 Details	Reviews			
Strategy 5: Implement all components of Saxon Phonics with fidelity during a designated time for all 1st and 2nd grade students.	Formative			Summative
	Dec	Mar	July	July
Strategy's Expected Result/Impact: Students will build a stronger foundation in phonics that will help develop fluent readers. **Staff Responsible for Monitoring:** Administration, instructional facilitators, teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4	40%			

Strategy 6 Details		Reviews			

Strategy 6: All 1st and 2nd grade students will take the MAP Fluency Foundations Benchmark at the BOY, MOY and EOY to help identify deficits in their learning, build instructional groups and identify students for tier 3 interventions.
    Strategy's Expected Result/Impact: Direct small group instruction that will close gaps in student learning.
    Staff Responsible for Monitoring: Administrator, instructional facilitators, teachers
 	
    Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
    Problem Statements: Student Learning 4
		Formative			**Summative**

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

Strategy 7 Details		Reviews			

Strategy 7: 1st through 5th grade math teachers will use Hands to Mind Math kits to support mathematical concepts from concrete teaching to conceptual understanding.
    Strategy's Expected Result/Impact: Improved math scores on common assessments and STAAR.
    Staff Responsible for Monitoring: Administration, instructional facilitators and teachers
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 3, 6
    Funding Sources: Math kits - Title I Funds
		Formative			**Summative**

		Dec	**Mar**	**July**	**July**
		40%			

Strategy 8 Details		**Reviews**			
Strategy 8: Implement and utilize IXL math assignments to support and enrich specific math TEKs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will focus on specific math TEKs to gain a better conceptual understanding of the taught skills. Increased common assessment and STAAR scores.		**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administrators, Instructional Facilitators, Teachers **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 3		40%			

Strategy 9 Details		**Reviews**			
Strategy 9: Vertically realign the science scope and sequence to support a STEM Lab curriculum that all students will rotate through once a week to support their current learning of science TEKs in the classroom.		**Formative**			**Summative**
		Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students will be exposed to science skills and labs on a regular bases in grades 1-5 that will enhance their scientific knowledge. Increase scores on common assessments and STAAR. **Staff Responsible for Monitoring:** Administration, Instructional facilitators, STEM Teacher **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 5 **Funding Sources:** Lab supplies and curriculum - Title I Funds		45%			

Strategy 10 Details	Reviews			
Strategy 10: Purchase & full implementation of K-12 Summit Science lessons and assessments to supplement science curriculum in all 5th grade classrooms.	Formative			Summative
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Increase scores on common assessment and STAAR. **Staff Responsible for Monitoring:** Administrators, instructional facilitators, teachers **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	100%	100%	100%	

Strategy 11 Details	Reviews			
Strategy 11: Through Title 1 funding, supplemental science lesson bundles and lab kits were purchased for the STEM lab.	Formative			Summative
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students will be exposed to science skills and labs on a regular bases in grades 1-5 that will enhance their scientific knowledge. Increase scores on common assessments and STAAR. **Staff Responsible for Monitoring:** Administrators, STEM Lab teacher, instructional facilitator **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 5 **Funding Sources:** Lesson bundles and lab kits - Title I Funds	100%	100%	100%	

Strategy 12 Details	Reviews			
Strategy 12: All students will begin using Typing.com to become familiar with typing skills and increase their proficiency 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 **Problem Statements:** Demographics 1 - Student Learning 7 **Funding Sources:** Annual subscription - Title I Funds	45%			

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: 4th grade reading scores were 64%; a 13% decrease from the student's 3rd grade reading scores the previous year. **Root Cause**: The STAAR re-design model embedded both short written responses and a constructive written response which greatly impacted our 4th grade students who have the largest percentage of EB students than any other grade on our campus.
Problem Statement 3: 4th grade math scores is 61%; a 2% decrease from the student's 3rd grade math scores the previous year. **Root Cause**: Lack of vertical alignment and continuity of district math curriculum.
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Problem Statement 7: 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.

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 results, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Increased focus and accountability for student goal folders where each student will set and track personal academic goals and monitor their progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student academic performance will increase due to being part of their own learning process and accountability. **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	Dec	Mar	July	July
	30%			

Strategy 2 Details	**Reviews**			
Strategy 2: 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. Increased student performance. **Staff Responsible for Monitoring:** Administration Instructional Facilitators Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6	40%			

Strategy 3 Details	**Reviews**			
Strategy 3: Campus-wide instructional focus of academic vocabulary through morning announcements, classroom word walls with visual support, hallway word walls and interactive flashcards on the TVs in the cafeteria.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Increase understanding of academic vocabulary which will show in STAAR scores in all subjects. **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1	30%			

Strategy 4 Details	**Reviews**			
Strategy 4: Purchase of campus Flocabulary account to support campus initiative of increase academic vocabulary support. Teachers will use Flocabulary in the classroom to enhance student's understanding of content specific vocabulary.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Increase understanding of academic vocabulary which will show in STAAR scores in all subjects. **Staff Responsible for Monitoring:** Administrators, instructional facilitators, teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1	50%			

Strategy 5 Details	Reviews			
Strategy 5: Robotics program will be offered for qualifying 5th grade students to learn more about the integration of science and technology while competing against other schools in our area in Robotics Competitions.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Higher lever of application and integration of math and science for 5th grade students. **Staff Responsible for Monitoring:** Administration, Robotics Sponsor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 5	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.
Problem Statement 2: Meeting the academic needs of emergent bilingual (EB) students continues to be a challenge at Phillips. **Root Cause**: There continues to be a growing emergent bilingual (EB) population with more students enrolling at Phillips Elementary which is requiring increased language support. Our Hispanic demographic is under represented with campus staff and doesn't accurately reflect our student population.
Problem Statement 3: Increased percentage of students needing specialized instruction through our special education program. **Root Cause**: As a Title 1 campus with 80% of students economically disadvantaged, early childhood intervention is not always accessible. There is a lack of resources and knowledge of how to access resources among our families who live in the rural area of Kaufman.

Student Learning
Problem Statement 1: Our EB students across all grade levels performed significantly lower than other students on STAAR tests. **Root Cause**: Lack of instructional focus on language acquisition while also providing content knowledge/academic vocabulary.
Problem Statement 2: 4th grade reading scores were 64%; a 13% decrease from the student's 3rd grade reading scores the previous year. **Root Cause**: The STAAR re-design model embedded both short written responses and a constructive written response which greatly impacted our 4th grade students who have the largest percentage of EB students than any other grade on our campus.
Problem Statement 3: 4th grade math scores is 61%; a 2% decrease from the student's 3rd grade math scores the previous year. **Root Cause**: Lack of vertical alignment and continuity of district math curriculum.
Problem Statement 4: A high percentage of 1st and 2nd grade students are not reading on grade level by the end of the school year as measured by DRA. **Root Cause**: Lack of Phonics instruction and emphasis on Shared Reading instruction.
Problem Statement 5: 5th grade science scores are stagnant from the previous year and did not show any growth. **Root Cause**: This is systemic issue throughout the district with 5th grade science. There is not a lot of emphasis in grades 1-4 with science.

Student Learning
Problem Statement 6: 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. There appears to be a lack of accountability when students are not in their classrooms receiving grade-level instruction.

School Processes & Programs
Problem Statement 1: Emergent Bilingual students who are new to the U.S. were still struggling under our recent New Comers Program. Very little growth was seen.   **Root Cause** : A certified bilingual teacher wasn't available and limited staff to support in-class learning. Also, the program was teaching language through a workbook.

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.

    Evaluation Data Sources: PEIMS reports, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Maintain at least a 97% Campus Wide Attendance Rate using campus incentives, certificates and student recognition.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**

Strategy's Expected Result/Impact: Attendance rate at 97% at end of year
    Staff Responsible for Monitoring: Administration
Attendance Clerk
Classroom teachers
 	
    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
	35%			

Strategy 2 Details	Reviews			
Strategy 2: Display weekly attendance average per grade level in the foyer of our building for students, staff and parents to see daily as then enter and exit the building.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**

Strategy's Expected Result/Impact: Increased awareness and understanding of the importance of daily attendance.
    Staff Responsible for Monitoring: Administration, attendance clerk
 	
    Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1
	45%			

Strategy 3 Details	Reviews			
Strategy 3: Distribute monthly parent newsletters where instructional implications are discussed with parents in terms of attendance.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Increased attendance rates. **Staff Responsible for Monitoring:** Administration, attendance clerk **Title I:** 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	40%			
	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 2: Improve Student Career and College Readiness

Performance Objective 2: Identify and provide intervention for At-risk students in the areas of academics and emotional well being.

Evaluation Data Sources: PEIMS records
Counselor referrals
DRA/Lexia data

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement a WIN Time system where students will attend either interventions or enrichment within their designated grade-level time. Teachers will provide small group instruction targeting math, literacy or writing skills to both support and/or expand their learning.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students will show growth on formative assessments for all ability levels. **Staff Responsible for Monitoring:** Administration Classroom teachers RTI teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6 **Funding Sources:** Intervention teachers - Title I Funds	35%			

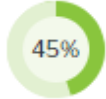| Strategy 2 Details	Reviews			
Strategy 2: To support classroom teachers, supplies will be purchased through our new KISD Education Foundation program and awarded to teachers that wrote grants and were selected for funding.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Student enrichment activities will support and expand student learning in all areas of academics. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	35%			

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: Our EB students across all grade levels performed significantly lower than other students on STAAR tests.   **Root Cause**: Lack of instructional focus on language acquisition while also providing content knowledge/academic vocabulary.
Problem Statement 2: 4th grade reading scores were 64%; a 13% decrease from the student's 3rd grade reading scores the previous year.   **Root Cause**: The STAAR re-design model embedded both short written responses and a constructive written response which greatly impacted our 4th grade students who have the largest percentage of EB students than any other grade on our campus.
Problem Statement 3: 4th grade math scores is 61%; a 2% decrease from the student's 3rd grade math scores the previous year.   **Root Cause**: Lack of vertical alignment and continuity of district math curriculum.
Problem Statement 4: A high percentage of 1st and 2nd grade students are not reading on grade level by the end of the school year as measured by DRA.   **Root Cause**: Lack of Phonics instruction and emphasis on Shared Reading instruction.
Problem Statement 5: 5th grade science scores are stagnant from the previous year and did not show any growth.   **Root Cause**: This is systemic issue throughout the district with 5th grade science. There is not a lot of emphasis in grades 1-4 with science.
Problem Statement 6: 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. There appears to be a lack of accountability when students are not in their classrooms receiving grade-level instruction.

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

Performance Objective 1: Phillips will provide high quality staff development.

    Evaluation Data Sources: Eduphoria

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 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 4: High-Quality Instructional Materials and Assessments
     Problem Statements: Perceptions 1
	15%			

Strategy 2 Details	Reviews			
Strategy 2: Support teacher growth and academic rigor through ongoing trainings and support in the areas of: Empowering Writers, Saxon Phonics, Hands to Mind Math kits, STAAR Re-design Questions, and Read Right.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**

Strategy's Expected Result/Impact: Increased level of depth and rigor with classroom instruction.
 Increase in student scores.
     Staff Responsible for Monitoring: Administration
 Instructional Facilitator
 	
     Title I:
 2.4, 2.5
  - **TEA Priorities:**
 Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
     Problem Statements: Perceptions 1
	15%			

Strategy 3 Details	Reviews			
Strategy 3: All 1st - 3rd grade reading and social studies teachers will participate in the Reading Academy where they will become highly trained in the Science of Teaching 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:** Administration Classroom teachers	30%			
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: A high percentage of 1st and 2nd grade students are not reading on grade level by the end of the school year as measured by DRA.   **Root Cause**: Lack of Phonics instruction and emphasis on Shared Reading instruction.
Perceptions
Problem Statement 1: High turn-over rate over the past 2-3 years.   **Root Cause**: Residual affects from COVID and new campus leadership.

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

Performance Objective 2: Phillips Elementary will recruit and hire fully certified and highly qualified administrators, teachers and staff.

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: Continue to extend appreciation and recognition to staff through: Staff Shout-Outs on the Friday Focus, monthly celebrations, special notes, and little token gifts.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: -Recognition of teachers/staff -Increased morale **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	45%			

Strategy 2 Details	Reviews			
Strategy 2: Provide continuous feedback through formal walk-throughs using an updated template that supports teacher growth and classroom instruction based on the district adopted T-TESS rubric.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Overall classroom instruction. STAAR scores **Staff Responsible for Monitoring:** Administration **Title I:** 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1	45%			

Strategy 3 Details	Reviews			
Strategy 3: New Teacher Academy is provided to all teachers new to Phillips with monthly "hot topic" meetings where campus based or instructional information is front-loaded to support all new teachers during their first year on campus. **Strategy's Expected Result/Impact:** Teachers new to campus will feel supported and informed. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1	Formative			Summative
	Dec	Mar	July	July
	45%			

Strategy 4 Details	Reviews			
Strategy 4: Lead book study over "Your First Year: How to Survive and Thrive as a New Teacher" for all teachers new to education. **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 **Problem Statements:** Perceptions 1	Formative			Summative
	Dec	Mar	July	July
	40%			

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: High turn-over rate over the past 2-3 years.   **Root Cause**: Residual affects from COVID and new campus leadership.

Goal 4: Improve Student Programs and Services

Performance Objective 1: Phillips will cultivate a shared vision with all stakeholders in order to create a positive school culture and enhance academics.

Evaluation Data Sources: Parent/ Student Surveys
Academic growth across grade levels

Strategy 1 Details	Reviews			
Strategy 1: 5) Expand our 5th grade student council service activities to include ways to support, encourage and promote servant leadership throughout the campus.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Improved school climate and leadership capacity among our 5th grade students. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	❌	❌	❌	

Strategy 2 Details	Reviews			
Strategy 2: A WIN Time Team has been established by campus teachers and administration that met throughout the summer and continues to meet monthly to focus on positive campus transformations academically and to improve school culture and climate.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Improved academics, staff morale and work ethic. **Staff Responsible for Monitoring:** Administration WIN Time Team members **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2	40%			

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Our WIN Time Team facilitated updating our campus Mission and Vision statement along with collective commitment statements.	**Dec**	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Clear understanding of where our campus is headed and how we plan to get there. **Staff Responsible for Monitoring:** Administration All campus staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Restructure the PTO bylaws and strengthen the PTO-School partnership.	**Dec**	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Increased parental support, higher staff morale, positive school culture and climate **Staff Responsible for Monitoring:** Administration **Title I:** 4.1 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	45%			

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: High turn-over rate over the past 2-3 years.   **Root Cause**: Residual affects from COVID and new campus leadership.
Problem Statement 2: Lack of parental engagement.   **Root Cause**: Residual affects from COVID, communication barrier with parents that speak Spanish and not a designated program/leader to focus on parent engagement.

Goal 4: Improve Student Programs and Services

Performance Objective 2: Technology will continue to be integrated throughout the campus.

    Evaluation Data Sources: Usage Reports

Strategy 1 Details				Reviews			
Strategy 1: Additional SMART TVs will be installed in the STEM Lab, science lab, police office and new PLC room.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Easy access to digital information				**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administration Campus Tech Support **Problem Statements:** Demographics 1				100%	100%	100%	

Strategy 2 Details				Reviews			
Strategy 2: Purchase headphones with attached microphones to use for 1st & 2nd grade students on MAP Fluency Foundations Benchmark so that students can talk/read into the headphones for assessment purposes.				**Formative**			**Summative**
				Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Improved assessments so that teachers can assess reliable data for student groups. **Staff Responsible for Monitoring:** Administration Instructional Facilitators Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 4 **Funding Sources:** Headphones - Title I Funds				100%	100%	100%	

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

Performance Objective 2 Problem Statements:

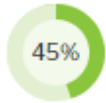| Demographics |
|---|
| **Problem Statement 1**: High percentage of Economically Disadvantaged students are scoring below district average on state assessments.   **Root Cause**: Lack of opportunities and experiential learning to build vocabulary and enrich literacy. |

Student Learning
Problem Statement 4: A high percentage of 1st and 2nd grade students are not reading on grade level by the end of the school year as measured by DRA.   **Root Cause**: Lack of Phonics instruction and emphasis on Shared Reading instruction.

Goal 4: Improve Student Programs and Services

Performance Objective 3: Students in need of specialized services will be properly identified and served.

Evaluation Data Sources: SST data
RTI data

Strategy 1 Details	Reviews			
Strategy 1: During the first six-weeks of school, an emphasis will be placed on 4th and 5th grade students that did not pass the Reading or Math STAAR test will be provided 15/30 hours of Accelerated Instruction for each subject failed.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Passing standard will be met after Accelerated Instruction is provided. **Staff Responsible for Monitoring:** Administration Interventionist **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	90%			

Strategy 2 Details	Reviews			
Strategy 2: A certified Bilingual teacher will lead the Newcomer Ambassador Program for EB students who have been new to the US for 2 years or less. This program will run through our intervention time and target EB students to acquire basic language, vocabulary and syntax skills through reading strategies.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: EB students will gain a better foundational understanding of the English language which will help them transition their learning from their native language to English. Higher TELPAS scores. **Staff Responsible for Monitoring:** Administrator Bilingual Coordinator Newcomer Ambassador Aide **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Intervention teacher - State Comp Ed	45%			

Strategy 3 Details	Reviews			
Strategy 3: Through restructuring of staff, a bilingual aide will push-in during instructional time to work with our non-English speaking students that are in our Newcomer Ambassador Program.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Students new to the United States will acquire the understanding and linguistic skills of the English language sooner. Higher TELPAS scores. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Bilingual aide - Title III Funds, Additional aides - State Comp Ed	45%			

Strategy 4 Details	Reviews			

Strategy 4: Due to the increased number of dyslexic 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: Staff will be able to better serve our students in the dyslexia program.
 	
   Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 2: Strategic Staffing
   Problem Statements: Demographics 3 - Student Learning 6
	Formative			Summative

	Dec	Mar	July	July
	45%			

Strategy 5 Details	Reviews			

Strategy 5: Our 4th and 5th grade resource reading students will receive reading instruction through our Read Right program.
   Strategy's Expected Result/Impact: Our students will become more fluent readers with better comprehension skills. Increased scores on common assessment and STAAR.
   Staff Responsible for Monitoring: Administration
Resource teacher
 	
   Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction
   Problem Statements: Demographics 3 - Student Learning 6
	Formative			Summative

	Dec	Mar	July	July
	30%			

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Meeting the academic needs of emergent bilingual (EB) students continues to be a challenge at Phillips.   **Root Cause**: There continues to be a growing emergent bilingual (EB) population with more students enrolling at Phillips Elementary which is requiring increased language support. Our Hispanic demographic is under represented with campus staff and doesn't accurately reflect our student population.

Demographics
Problem Statement 3: Increased percentage of students needing specialized instruction through our special education program.   **Root Cause**: As a Title 1 campus with 80% of students economically disadvantaged, early childhood intervention is not always accessible. There is a lack of resources and knowledge of how to access resources among our families who live in the rural area of Kaufman.

Student Learning
Problem Statement 1: Our EB students across all grade levels performed significantly lower than other students on STAAR tests.   **Root Cause**: Lack of instructional focus on language acquisition while also providing content knowledge/academic vocabulary.
Problem Statement 2: 4th grade reading scores were 64%; a 13% decrease from the student's 3rd grade reading scores the previous year.   **Root Cause**: The STAAR re-design model embedded both short written responses and a constructive written response which greatly impacted our 4th grade students who have the largest percentage of EB students than any other grade on our campus.
Problem Statement 3: 4th grade math scores is 61%; a 2% decrease from the student's 3rd grade math scores the previous year.   **Root Cause**: Lack of vertical alignment and continuity of district math curriculum.
Problem Statement 6: 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. There appears to be a lack of accountability when students are not in their classrooms receiving grade-level instruction.

School Processes & Programs
Problem Statement 1: Emergent Bilingual students who are new to the U.S. were still struggling under our recent New Comers Program. Very little growth was seen.   **Root Cause**: A certified bilingual teacher wasn't available and limited staff to support in-class learning. Also, the program was teaching language through a workbook.

Goal 4: Improve Student Programs and Services

Performance Objective 4: Parent and community involvement will be prioritized.

Evaluation Data Sources: Parental surveys
Social media feedback.

Strategy 1 Details	Reviews			
Strategy 1: Establish a community volunteer program where parents and community members can strategically come to volunteer in a designated spot through the course of the school year.	**Formative**			**Summative**
	Dec	Mar	July	July
Strategy's Expected Result/Impact: Positive climate on campus and teachers feel supportive **Staff Responsible for Monitoring:** PTO Board Administration **Title I:** 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	40%			

Strategy 2 Details	Reviews			
Strategy 2: Host a campus fun run in the fall to promote physical health and family involvement.	**Formative**			**Summative**
	Dec	Mar	July	July
Strategy's Expected Result/Impact: More parent involvement and support. **Staff Responsible for Monitoring:** Administration PE Coach **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	25%			

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

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Lack of parental engagement.   **Root Cause**: Residual affects from COVID, communication barrier with parents that speak Spanish and not a designated program/leader to focus on parent engagement.

Goal 4: Improve Student Programs and Services

Performance Objective 5: The district will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: Policy

Strategy 1 Details	Reviews			
Strategy 1: Complete Yearly CNA	**Formative**			**Summative**
Strategy's Expected Result/Impact: CNA Summary	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administration CIP Committee All Staff	30%			
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and Monitor CIP Progress	**Formative**			**Summative**
Strategy's Expected Result/Impact: Quarterly Meeting Minutes CIP Sign-Ins	**Dec**	**Mar**	**July**	**July**
Staff Responsible for Monitoring: Administration CIP Committee	40%			
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 5: Provide a safe and orderly learning environment.

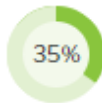**Performance Objective 1:** Phillips will provide programs and structures that promote a safety and security.

Evaluation Data Sources: PEIMS Discipline Report
Drill documentation
CNA

Strategy 1 Details	Reviews			

Strategy 1: KISD police staff member will be assigned to our campus to increase safety, security and visibility for our students, staff and community.
    Strategy's Expected Result/Impact: Increased awareness and safety of school by both staff and community.
    Staff Responsible for Monitoring: KISD Police Chief
Administration
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative			**Summative**

	Dec	Mar	July	July
	100%	100%	100%	

Strategy 2 Details	Reviews			

Strategy 2: Door alarms will be placed on all exterior doors so that an alarm will sound if the door stays open longer than 15 seconds.
    Strategy's Expected Result/Impact: Alerts staff if a door is open and possible unsecured.
    Staff Responsible for Monitoring: Administration, KISD Police
	Formative			**Summative**

	Dec	Mar	July	July
	100%	100%	100%	

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

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 2: Phillips will provide programs and structures that promote an orderly learning environment.

Evaluation Data Sources: CIP formative review
CNA
Walk-through reports

Strategy 1 Details	Reviews			
Strategy 1: Our campus PTO and parent volunteers will take an active role with decorating, volunteering and supporting teachers throughout the campus.	**Formative**			**Summative**
	Dec	**Mar**	**July**	**July**
Strategy's Expected Result/Impact: Campus will feel welcoming and inviting for all students, parents and guests. Staff morale will increase. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2	35%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: High turn-over rate over the past 2-3 years.   **Root Cause**: Residual affects from COVID and new campus leadership.
Problem Statement 2: Lack of parental engagement.   **Root Cause**: Residual affects from COVID, communication barrier with parents that speak Spanish and not a designated program/leader to focus on parent engagement.

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: Discipline records
Counselor feedback

Strategy 1 Details	Reviews			
Strategy 1: We will continue to incorporate a designated character trait for each month along with a daily journal entry that follows the Sanford Harmony curriculum to share in class.	**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	30%			

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in the BASE education program online for a Social Emotional Learning curriculum that targets a few of the following; bullying, and cyber security.	**Formative**			**Summative**
	Dec	Mar	July	July
Strategy's Expected Result/Impact: Decrease in bullying and safety of students online. **Staff Responsible for Monitoring:** Counselor Administration **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	30%			

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

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Melanie Bowers	Principal
Administrator	Chris Massey	Assistant Principal
Non-classroom Professional	Myrissa Grace	Counselor
Business Representative	Randall Gardner	Business Representative
Community Representative	Billy Moore	Community Representative
Classroom Teacher	Kori Acevedo	teacher
Classroom Teacher	Sarah Hoffman	teacher
Paraprofessional	Misty Ashworth	paraprofessional
Non-classroom Professional	Julie Berry	Non-classroom Professional
Parent	Amanda Thompson	Parent
Parent	Sarah Frankum	Parent
Business Representative	Daniel Morgan	Business Representative
Community Representative	Melissa Ramirez	Community Representative

Campus Funding Summary

			Title I Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Math kits		$0.00
1	1	9	Lab supplies and curriculum		$0.00
1	1	11	Lesson bundles and lab kits		$0.00
1	1	12	Annual subscription		$0.00
2	2	1	Intervention teachers		$0.00
4	2	2	Headphones		$0.00
				Sub-Total	$0.00
			Title III Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	3	Bilingual aide		$0.00
				Sub-Total	$0.00
			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	2	Intervention teacher		$0.00
4	3	3	Additional aides		$0.00
				Sub-Total	$0.00