# Tarkington Independent School District Early Childhood School 2022-2023 Campus Improvement Plan

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# **Comprehensive Needs Assessment**

## **Demographics**

## **Demographics Summary**

Tarkington Early Childhood School (TECS) is one of four campuses in Tarkington Independent School District. TECS currently serves students in Early Childhood Special Education (ECSE), Pre-Kindergarten, and Kindergarten.

Current Enrollment By Grade

ECSE - 6

PK - 64

K - 126

The average daily attendance rate for 2021-2022 school year was %.

8.7%

4.5%

2020-2022 School Report Card Data

Student	Percentage
African American	1.2%
White	84.1%
Hispanic	12.4%
American Indian	0.4%
Asian	0.4%
Pacific Islander	0.4%
Two or More Races	2.6%
Economically Disadvan	ntaged 65.3%

English Language Learner

Special Education

Our Schoolwide Title I program consists of parent involvement activities along with math, writing and reading professional development.

## **Demographics Strengths**

Our counseling and staff closely mirror our student demographics.

## **Problem Statements Identifying Demographics Needs**

Problem Statement 1: Lack of sufficient number of ESL Certified teachers. Root Cause: We currently have 3 teachers pursuing their ESL Certification.

## **Student Learning**

**Student Learning Summary** 

**Tarkington Early Childhood Schools** 

**Prekindergarten-Kindergarten Student Outcomes** 

Circle - Wave 3 - EOY - Math

Year	2020	2021	2022	2023	2024
Percentages	COVID 19	70%	92%		
Target Percentages	COVID 19	88%	90%	91%	93%

## Circle - Wave 3 - EOY - Reading

Year	2020	2021	2022	2023	2024
Percentages	COVID 19	72%	82%		
Target Percentages	COVID 19	65%	70%	75%	80%

## Kindergarten

## TxKea - Reading

Year	2020	2021	2022	2023	2024
Percentages	COVID 19	72%	58%		
Target Percentages	COVID 19	50%	58%	64%	70%

## TxKea - Math

Year	2020	2021	2022	2023	2024
Percentages	COVID 19	70%	54%		
Target Percentages	COVID 19	44%	52%	60%	68%

## **Student Learning Strengths**

Based on 2021-2022 data, Tarkington ISD will focus on Eco Dis White students in Reading as well as Math. The impact of improving the Domain scores will increase student achievement, closing academic gaps, and continue to increase our overall accountability rating.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** To ensure high-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. **Root Cause:** Inconsistencies in lesson planning and embedding the use of best practices in the classroom.

# **Priority Problem Statements**

# **Comprehensive Needs Assessment Data Documentation**

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

## **Improvement Planning Data**

• District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- · RDA data

#### **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
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- 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
- Response to Intervention (RtI) student achievement data

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

Attendance data

### **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

• Parent surveys and/or other feedback

• Parent engagement rate

## **Support Systems and Other Data**

• Processes and procedures for teaching and learning, including program implementation

## Goals

Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Early Childhood School.

Performance Objective 1: All students will be educated in safe learning environments that are and remain conducive to learning.

**Evaluation Data Sources:** Discipline and Safety Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide daily social emotional learning lessons.	Formative			Summative
Strategy's Expected Result/Impact: Safer campus for all and improved attendance and instruction.	Nov	Jan	Mar	June
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	10%	×	×	
Strategy 2 Details	Reviews			
Strategy 2: Bullying awareness activities will take place throughout the year.	Formative			Summative
Strategy's Expected Result/Impact: Safer campus for all and improved attendance and instruction.		Jan	Mar	June
Staff Responsible for Monitoring: Asst. Principal, Counselor,	65%	X	X	
Strategy 3 Details		Rev	iews	•
Strategy 3: Increase staff duty stations. Monitor staff attendance and visibility inside and outside of building before and		Formative		Summative
after school.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Safer campus for all and increased preparedness Staff Responsible for Monitoring: Assistant Principal/Principal	55%			
No Progress Accomplished — Continue/Modify	X Discon	tinue	1	1

Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Early Childhood School.

**Performance Objective 2:** Implementation of crisis management efforts in district.

**Evaluation Data Sources:** Discipline and safety reports

Strategy 1 Details	Reviews			
Strategy 1: Continue to require all visitors to show identification in order to register in computer system and to wear visitor				Summative
badges while on camps.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve safety and security of all students and staff.  Staff Responsible for Monitoring: Office Staff  TEA Priorities:	100%	100%	100%	
Recruit, support, retain teachers and principals - ESF Levers:				
Lever 3: Positive School Culture				
Strategy 2 Details		Rev	iews	
Strategy 2: Student families will complete a Special Pickup Order to specify who is allowed to pick up students at school and are sent home in beginning of year packets.  Strategy's Expected Result/Impact: Improve safety and security of all students.  Staff Responsible for Monitoring: Classroom Teachers, Office Staff	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
ESF Levers: Lever 3: Positive School Culture				
Strategy 3 Details		Rev	riews	·
Strategy 3: Continue to provide all stakeholders with training and practice in emergency preparedness. Continue to perform		Formative		Summative
practice drills, tabletop scenarios and make modifications based on student and staff safety. needs. Campus evacuation routes and emergency procedures are posted in each classroom, exits and office areas.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve safety and security of all students and staff.  Staff Responsible for Monitoring: Principal, Assistant Principal	20%			
TEA Priorities:				
Recruit, support, retain teachers and principals				
- ESF Levers: Lever 3: Positive School Culture				

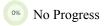
Strategy 4 Details		Rev	iews	
Strategy 4: All classrooms will utilize a door barricade for use in case of intruder.		Formative		Summative
Strategy's Expected Result/Impact: Improve safety and security of all students and staff.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal				
TEA Priorities:	70%			
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 3: Positive School Culture				
Strategy 5 Details		Rev	iews	
Strategy 5: Utilize School Resource Officers when needed.		Formative Su		
Strategy's Expected Result/Impact: Improve safety and security of all students and staff.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal	1101	0		
	100%	100%	100%	
TEA Priorities:	100%	100%	100%	
Build a foundation of reading and math - ESF Levers:				
Lever 3: Positive School Culture				
20,0, 2, 1, 0,0,0, 0, 0,0,0, 0, 0,0,0, 0				
Strategy 6 Details		Rev	iews	
Strategy 6: Train core team in CPI.		Formative		Summative
Strategy's Expected Result/Impact: Improve safety and security of all students and staff.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Trained Staff Members				
TEA Delegate	70%	100%	100%	
TEA Priorities: Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 3: Positive School Culture				
No Progress Accomplished Continue/Mo	dify X Discor	tinue		
110 Frogress Freeding Island	G11; 7 D13001.			

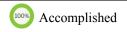
Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Early Childhood School.

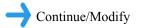
**Performance Objective 3:** Improve health and wellness of students and staff

Evaluation Data Sources: Nurse visits, Fitness Gram assessment data

Strategy 1 Details		Reviews		
Strategy 1: PE teachers will emphasize lessons that continue student improvement.		Formative		Summative
Strategy's Expected Result/Impact: Improve the health of all students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: PE Teacher				
ESF Levers:	55%			
Lever 3: Positive School Culture				
Strategy 2 Details		Rev	iews	
Strategy 2: PE teachers will utilize CATCH which stresses academic performance, school attendance, and participation in	Formative Sum			Summative
moderate to vigorous physical activity.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve the health of all students.				
Staff Responsible for Monitoring: PE Teacher				
Strategy 3 Details	Reviews			<u> </u>
Strategy 3: Offer flu and hepatitis shots for staff.		Formative		Summative
Strategy's Expected Result/Impact: Improve the health and safety and security of all staff members.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: District and Campus Nurse				
POP I	100%	100%	100%	
ESF Levers: Lever 3: Positive School Culture				
Level 3. I ostave sensor curtain				
Strategy 4 Details		Rev	iews	•
Strategy 4: Participate in Red Ribbon Week activities and drug awareness activities.	Formative Summ			Summative
Strategy's Expected Result/Impact: Improve the health and safety of all students and staff.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor				
ESF Levers:	100%	100%	100%	
Lever 3: Positive School Culture				



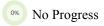


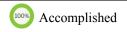


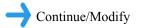


**Performance Objective 1:** All students graduate from high school.

Strategy 1 Details		Rev	iews	
Strategy 1: Promote transitional activities for students moving from ECSE and pre-kindergarten to kindergarten and first		Formative Nov. Lon Mor		
grade.  Strategy's Expected Result/Impact. Improved student performance and adjustment	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student performance and adjustment.  Staff Responsible for Monitoring: Principal, Asst. Principal, Classroom Teachers				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math				
Strategy 2 Details		Rev	iews	
Strategy 2: Provide instructional materials to support teachers with differentiation to meet the needs of ESL students.	Formative			Summative
Additional funding is provided by Region 4 SSA Title III.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student performance in math and reading.  Staff Responsible for Monitoring: Principal, Assistant Principal				
Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction				
Strategy 3 Details		Rev	iews	•
Strategy 3: Provide professional development to improve reading scores, writing scores and math scores.		Formative		Summative
Strategy's Expected Result/Impact: Improve student performance in math and reading.  Staff Responsible for Monitoring: Principal, Assistant Principal	Nov	Jan	Mar	June
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction				









**Performance Objective 2:** Provide accelerated instruction to students at-risk.

**High Priority** 

**Evaluation Data Sources:** Tx-KEA and Star 360 and CIRCLE data.

Strategy 1 Details		Re	views	
Strategy 1: Reevaluate programs/assessments to determine their effectiveness.	Formative			Summative
Strategy's Expected Result/Impact: Improve student performance in math, writing and reading.  Staff Responsible for Monitoring: Principal, Asst. Principal, District curriculum coordinators  Title I: 2.4, 2.5, 2.6  - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Nov	Jan	Mar	June
Strategy 2 Details  Strategy 2: Progress monitoring in reading and math for all students will be done using TPRI, Renaissance, TX-KEA, or	Reviews Formative Sun			Summative
C.I.R.C.L.E at the beginning, middle, and end of the school year.  Strategy's Expected Result/Impact: Improve student performance in reading, writing and math.  Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading Specialist.  Title I:  2.4, 2.5, 2.6  - TEA Priorities:  Recruit, support, retain teachers and principals, 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  - Results Driven Accountability	Nov	Jan	Mar	June

	Rev	views	
	Formative		Summative
Nov	Jan	Mar	June
	, , , , , , , , , , , , , , , , , , ,	17242	
		views	G
	Formative	1	Summative
Nov	Jan	Mar	June
	Nov	Nov Jan  Rev Formative	Nov Jan Mar  Reviews  Formative

**Performance Objective 3:** Provide career and guidance counseling to primary students, assisting them their unique educational needs.

Strategy 1 Details		Rev	views	
Strategy 1: Participate in Generation Texas Week activities.		Formative		
Strategy's Expected Result/Impact: Increase student awareness of educational opportunities.  Staff Responsible for Monitoring: Counselor, Classroom Teachers	Nov	Jan	Mar	June
ESF Levers: Lever 3: Positive School Culture				
Strategy 2 Details		Rev	views	
Strategy 2: Participate in Career Day activities.	Formative			Summative
Strategy's Expected Result/Impact: Increase student awareness of career opportunities.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Team Leaders, Classroom Teachers, Counselor				
ESF Levers: Lever 3: Positive School Culture				
Strategy 3 Details		Rev	views	
Strategy 3: Participate in monthly College Shirt Day.		Formative		Summative
Strategy's Expected Result/Impact: Increase student awareness of college opportunities.  Staff Responsible for Monitoring: All Staff	Nov	Jan	Mar	June
ESF Levers: Lever 3: Positive School Culture				
No Progress Accomplished — Continue/Modify	X Discon	itinue		•

**Performance Objective 4:** Utilize data-driven instruction.

**High Priority** 

**Evaluation Data Sources:** DDI Meeting minutes

Strategy 1 Details		Rev	iews	
Strategy 1: Disaggregate progress monitoring assessments and unit and module assessment data using DMAC.		Formative		Summative
Strategy's Expected Result/Impact: Improve student performance in math and reading.  Staff Responsible for Monitoring: Principal, Classroom Teachers	Nov	Jan	Mar	June
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Results Driven Accountability				
Strategy 2 Details		Rev	iews	•
	Formative Sun			
Strategy 2: Disaggregate unit and module assessment data using DMAC.		Formative		Summative
Strategy 2: Disaggregate unit and module assessment data using DMAC.  Strategy's Expected Result/Impact: Improve student reading and math scores.  Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers	Nov	Formative Jan	Mar	Summative June

Strategy 3 Details	Reviews						
Strategy 3: Utilize data-driven instruction meetings to determine focus areas and ways to reteach.	Formative			Forma			Summative
Strategy's Expected Result/Impact: Improve student reading and math performance.	Nov	Jan	Mar	June			
Staff Responsible for Monitoring: Principal							
Title I:							
2.4, 2.5, 2.6							
- TEA Priorities:							
Recruit, support, retain teachers and principals, 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							
- Results Driven Accountability							
	• •						
No Progress Continue/Modify	X Discon	tinue					

**Goal 3:** Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

**Performance Objective 1:** Improve academic performance of all students.

**High Priority** 

Evaluation Data Sources: STAAR assessment data

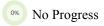
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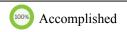
State accountability

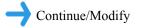
Strategy 1 Details		Reviews			
Strategy 1: Improve student attendance through incentives and parent education.		Formative		Summative	
Strategy's Expected Result/Impact: Improve student performance in math and reading.	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Counselor, Attendance Clerk, Classroom Teachers, Principal, Assistant Principal					
TEA Priorities:					
Recruit, support, retain teachers and principals, 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					
Strategy 2 Details		Rev	riews		
Strategy 2: Parent notification of excessive absences and student attendance monitoring.		Formative		Summative	
Strategy's Expected Result/Impact: Improve student performance in math and reading.	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk					
TEA Priorities:					
Build a foundation of reading and math, Improve low-performing schools					
- ESF Levers:					
Lever 3: Positive School Culture					

Strategy 3: Provide monthly perfect attendance staff incentives.  Strategy's Expected Result/Impact: Improve student performance in math and reading.				
Stratogy's Expected Desult/Impact. Improve student performance in moth and reading	Formative			Summative
Strategy's Expected Result/Impact: Improve student performance in main and reading.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Secretary				
TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Strategy 4 Details		Rev	iews	
Strategy 4: Foster site based decision making and planning with all staff.		Formative		Summative
Strategy's Expected Result/Impact: Improve campus culture and retain highly qualified teachers which will improve	Nov	Jan	Mar	June
student performance in math and reading.				
Staff Responsible for Monitoring: Principal, Asst. Principal				
TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing				
schools				
- ESF Levers:				
Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Strategy 5 Details		Rev	iews	
Strategy 5: Provide professional development opportunities for all staff.	Formative			Summative
Strategy's Expected Result/Impact: Improve student performance in math and reading.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Instructional Leadership Team				
TEA Priorities:				
Recruit, support, retain teachers and principals, 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				

Strategy 6 Details		Rev	iews			
Strategy 6: Monitor instruction and require continued fidelity to District curriculum and resources.		Formative		Summative		
Strategy's Expected Result/Impact: Improve student performance in math and reading.  Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Leadership Team	Nov	Jan	Mar	June		
Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Results Driven Accountability						
Strategy 7 Details	Reviews					
<b>Strategy 7:</b> The instructional leadership team will collaborate to improve student performance in reading, writing and math.	Formative			Summative		
Strategy's Expected Result/Impact: Improve student performance in reading, writing and math.	Nov	Jan	Mar	June		
Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Leadership Team						
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability						
Strategy 8 Details		Rev	iews			
Strategy 8: Recognize student achievement through weekly behavior sheets, perfect attendance awards, honor roll,		Formative		Summative		
Principal Pals, and reading logs.  Strategy's Expected Result/Impact: Improve student performance in math and reading.	Nov	Jan	Mar	June		
Staff Responsible for Monitoring: Classroom Teachers, Principal, Asst. Principal, Attendance Clerk, Counselor, Reading Interventionist						
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction						









Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

**Performance Objective 2:** 100% of professional and paraprofessional staff will meet the definition of highly qualified through SBEC certification, ACP requirements, or the TISD District of Innovation guidelines.

**Evaluation Data Sources:** Human Resources Reports

Strategy 1 Details		Rev	riews	
Strategy 1: Continue district's policy of hiring highly qualified teachers.	Formative			Summative
Strategy's Expected Result/Impact: Improved student performance in math and reading.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Recruit, support, retain teachers and principals, 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				
Strategy 2 Details	Reviews			
Strategy 2: Provide all new teachers with a campus mentor and support system.		Formative		Summative
Strategy's Expected Result/Impact: Improved teacher retention and student math and reading performance.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Classroom Teachers	1101	- Jan	IVIAI	June
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing				
No No Durance 1998 Assemblished 2004 Octions Madifica	<b>V</b> D:	4:		
No Progress Accomplished Continue/Modify	Discon	unue		
schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction  No Progress  Online/Modify	X Discon	tinue		

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

**Performance Objective 3:** Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Evaluation Data Sources: Teacher walk-throughs/observations

Strategy 1 Details		Rev	riews		
Strategy 1: Use of computer lab to integrate applications aligned with TEKS.		Formative			
Strategy's Expected Result/Impact: Ongoing Tech Knowledge Log-in Staff Responsible for Monitoring: Principal, Computer aide, Director of Technology	Nov	Jan	Mar	June	
Strategy 2 Details	Reviews				
Strategy 2: Teachers will integrate technology into classroom instruction.		Formative		Summative	
Strategy's Expected Result/Impact: Relevant high quality instruction is provided which improves student performance in reading and math.  Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Classroom Teachers  Title I: 2.4, 2.5, 2.6  - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools  - ESF Levers: Lever 5: Effective Instruction	Nov	Jan	Mar	June	

Strategy 3 Details		Rev	views	
Strategy 3: Provide grades PK-2 with Chromebooks and/or IPads with carts and additional Chromebooks and IPads each		Formative		Summative
year.	Nov	Jan	Mar	June
<b>Strategy's Expected Result/Impact:</b> Relevant high quality instruction is provided which improves student performance in reading and math. Students are prepared in case of remote learning.				
Staff Responsible for Monitoring: Principal, Assistant Principal				
The special responsible for Promoting, The special responsible for Promoting and Promo				
TEA Priorities:				
Recruit, support, retain teachers and principals, 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				
Strategy 4 Details		Rev	views	
Strategy 4: Keyboarding Without Tears is used in all computer labs.		Formative		Summative
<b>Strategy's Expected Result/Impact:</b> Relevant high quality instruction is provided which improves student performance in reading and math.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal				
Title I: 2.4, 2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 5: Effective Instruction				
No Progress Continue/Modify	X Discor	ntinue		

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

Performance Objective 1: Increase access to helpful information regarding healthy family/school relationships.

	Rev	views	
	Formative		Summative
Nov	Jan	Mar	June
	Rev	views	
Formative	Summative		
Nov	Jan	Mar	June
X Discor	ntinue		
	Nov	Formative Nov Jan  Rev Formative	Reviews Formative Nov Jan Mar

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

**Performance Objective 2:** Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Strategy 1 Details		Rev	iews		
<b>Strategy 1:</b> Continue use of Title 1 informational meetings throughout the school year and school-parent compacts.		Formative		Summative	
Strategy's Expected Result/Impact: Improve student attendance and performance in math and reading.	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Classroom Teachers, Principal, Asst. Principal					
Title I:					
4.1, 4.2					
- TEA Priorities:					
Build a foundation of reading and math, Improve low-performing schools					
- ESF Levers:					
Lever 3: Positive School Culture, Lever 5: Effective Instruction					
Strategy 2 Details		Rev	iews		
Strategy 2: Continue parent volunteer program.		Formative		Summative	
Strategy's Expected Result/Impact: Improve student attendance and performance in math and reading.	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Principal, Asst. Principal					
TEA Priorities:					
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing					
schools					
- ESF Levers:					

Strategy 3 Details	Reviews			
Strategy 3: Invite parents to semester awards ceremony, TIP public hearing, campus improvement team and Title 1	Formative			Summative
informational meetings.  Strategy's Expected Result/Impact: Increased number of parent participants.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor				
Title I: 4.1, 4.2  - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools  - ESF Levers: Lever 3: Positive School Culture				
No Progress Continue/Modify	X Discon	tinue		

# **RDA Strategies**

Goal	Objective	Strategy	Description	
2	2	2	Progress monitoring in reading and math for all students will be done using TPRI, Renaissance, TX-KEA, or C.I.R.C.L.E at the beginning, middle, and end of the school year.	
2	2	3	Students will be provided math and reading intervention.	
2	2	4	Provide a master schedule with increased time for reading, math, and writing.	
2	4	1	Disaggregate progress monitoring assessments and unit and module assessment data using DMAC.	
2	4	2	Disaggregate unit and module assessment data using DMAC.	
2	4	3	Utilize data-driven instruction meetings to determine focus areas and ways to reteach.	
3	1	6	Monitor instruction and require continued fidelity to District curriculum and resources.	
3	1	7	The instructional leadership team will collaborate to improve student performance in reading, writing and math.	

# 2022-2023 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Angela Sales	Assistant Principal
Business Representative	Rhonda Lastor	Business Representative
Non-classroom Professional	Jackie Owens	Counselor
Classroom Teacher	Hannah Ellis	Kindergarten Teacher
Classroom Teacher	Erin Parma	Kindergarten Teacher
Classroom Teacher	Jan Wolcik	Pre-Kindergarten Teacher
Classroom Teacher	Michelle Brothers	Life Skills/BEST Teacher
Classroom Teacher	Jennifer Morgan	Prekindergarten Teacher
Non-classroom Professional	Darlene Anderson	Intervention Teacher
Non-classroom Professional	Deann Jackson	Reading Coach
Classroom Teacher	Susan Trahan	Special Education Teacher