

**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 %.

#### 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 Disadvantaged	65.3%
Special Education	8.7%
English Language Learner	4.5%

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

**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			
<p><b>Strategy 1:</b> Continue to require all visitors to show identification in order to register in computer system and to wear visitor badges while on camps.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and security of all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Office Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and security of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Office Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to provide all stakeholders with training and practice in emergency preparedness. Continue to perform 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and security of all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All classrooms will utilize a door barricade for use in case of intruder.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and security of all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize School Resource Officers when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and security of all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Train core team in CPI.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and security of all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Trained Staff Members</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Provide quality classroom instruction for all students.

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

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



No Progress



Accomplished



Continue/Modify



Discontinue







**Goal 2:** Provide quality classroom instruction for all students.

**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	Reviews			
<p><b>Strategy 1:</b> Reevaluate programs/assessments to determine their effectiveness.  <b>Strategy's Expected Result/Impact:</b> Improve student performance in math, writing and reading.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, District curriculum coordinators</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Improve student performance in reading, writing and math.  <b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, Reading Specialist.</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction                      - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will be provided math and reading intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, Reading Specialist, Reading and Math Interventionists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide a master schedule with increased time for reading, math, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
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**Goal 2:** Provide quality classroom instruction for all students.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Participate in Generation Texas Week activities.  <b>Strategy's Expected Result/Impact:</b> Increase student awareness of educational opportunities.  <b>Staff Responsible for Monitoring:</b> Counselor, Classroom Teachers</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Participate in Career Day activities.  <b>Strategy's Expected Result/Impact:</b> Increase student awareness of career opportunities.  <b>Staff Responsible for Monitoring:</b> Team Leaders, Classroom Teachers, Counselor</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Participate in monthly College Shirt Day.  <b>Strategy's Expected Result/Impact:</b> Increase student awareness of college opportunities.  <b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 2:** Provide quality classroom instruction for all students.

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

**High Priority**

**Evaluation Data Sources:** DDI Meeting minutes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate progress monitoring assessments and unit and module assessment data using DMAC.  <b>Strategy's Expected Result/Impact:</b> Improve student performance in math and reading.  <b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction                      - <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Disaggregate unit and module assessment data using DMAC.  <b>Strategy's Expected Result/Impact:</b> Improve student reading and math scores.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction                      - <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize data-driven instruction meetings to determine focus areas and ways to reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student reading and math performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
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**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

TAPR

State accountability

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve student attendance through incentives and parent education.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Attendance Clerk, Classroom Teachers, Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent notification of excessive absences and student attendance monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide monthly perfect attendance staff incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Campus Secretary</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Foster site based decision making and planning with all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus culture and retain highly qualified teachers which will improve student performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide professional development opportunities for all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

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





No Progress



Accomplished



Continue/Modify







Discontinue

**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	Reviews			
<p><b>Strategy 1:</b> Continue district's policy of hiring highly qualified teachers.  <b>Strategy's Expected Result/Impact:</b> Improved student performance in math and reading.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide all new teachers with a campus mentor and support system.  <b>Strategy's Expected Result/Impact:</b> Improved teacher retention and student math and reading performance.  <b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide grades PK-2 with Chromebooks and/or iPads with carts and additional Chromebooks and iPads each year.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Keyboarding Without Tears is used in all computer labs.</p> <p><b>Strategy's Expected Result/Impact:</b> Relevant high quality instruction is provided which improves student performance in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom teachers will provide parents with information to support their child's school success throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance and performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Positive parent communication will take place through Happy Grams, campus website, campus and Parent-Home Connection newsletters, marquee, progress reports, report cards, Tuesday folders, School Messenger, and Remind 101.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus culture, student attendance and performance in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Principal, Asst. Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Invite parents to semester awards ceremony, TIP public hearing, campus improvement team and Title 1 informational meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of parent participants.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# 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

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
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