

Carrollton-Farmers Branch Independent School District

Landry Elementary

2023-2024 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 18, 2023

Demographics

Demographics Summary

Tom Landry Elementary is located in the Valley Ranch section of Irving, Texas formerly the location of the practice facility of the Dallas Cowboys National Football League (NFL) Football Team. Tom Landry was the legendary first head coach of the Dallas Cowboys for 29 seasons, and he was known as "The Great Innovator" in the world of football. Hence, Landry is named for this legendary coach and seeks to exemplify some of his great values.

The students who attend the school range from three-year-olds in the STEP-3 program to fifth grade. The staff is comprised of certified teachers from various backgrounds and ethnicities seeking to mirror the diverse community that the campus serves. The current enrollment is 545 students.

At Landry Elementary, the student body is:

50% Female

50% Male

48% African American

19% Asian

16% Hispanic

10% White

7% Two or More Races

1% American Indian

12% Emerging Bilingual

68% Economically Disadvantaged

Demographics Strengths

Landry is a diverse campus comprised of many different cultures. The staff has partnerships with Valley Ranch Baptist Church, Cimmaron Recreation Center, Irving Police Department, Irving Fire Department, and Valley Ranch Library. The campus provides Communities in Schools (CIS) and after-school clubs, a Positive Action Center (PAC), ensembles, activities, support for students and parents, Multitiered Systems of Support (MTSS), and tutoring. School-wide parent conferences are held in the fall and spring of the year. Community partnerships continue to grow at Landry. The diversity of the campus allows students to be exposed to a myriad of cultures and ideas.

50% of the 3rd Grade students scored at Approaches or above on Math STAAR. In 3rd grade, 66% of Hispanic students, 27% of African American students, 91% of Asian students, 80% of students who are of Two or More Races, 100% of White students, and 100% of Special Education students scored at the Approaches level on 3rd Grade STAAR Math.

67% of 3rd Grade students scored Approaches on 3rd Grade STAAR Reading. In 3rd Grade, 50% of Economically Disadvantaged students, 100% of Asian students, 58% of African American students, 73% of Hispanic students, 75% of students who are of Two or More Races, 100% of White students, and 67% of Special Education students scored at the Approaches level on the 3rd Grade Reading STAAR Assessment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 50% of our 3rd Grade students were not projected to be successful on the STAAR Assessment in Math. **Root Cause:** The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching, and there was a lack of consistency in 3rd grade staff.

Problem Statement 2 (Prioritized): 50% of the economically disadvantaged students were projected to score at Approaches or higher in reading. **Root Cause:** There was a lack of consistency in 3rd grade staff.

Problem Statement 3 (Prioritized): During the 2022-2023 school year, students were not provided with stable mentors to meet emotional and sociological needs. **Root Cause:** Parents, community members, and mentors have not been able to work consistently with students.

Student Learning

Student Learning Summary

Landry continues to focus on instructional strategies that yield student growth in each weekly PLC Focus Meeting. Teachers use various common assessments to inform their instruction. MAP data was used as a common summative assessment to monitor student growth.

Students set and monitor academic growth goals. The table below illustrates students' performance on Measures of Academic Progress (MAP) from Winter to Spring in each class.

MAP

It was noticed that the percentage of students who met projected growth on MAP was consistently highest in 4th grade math and reading.

STAAR

3rd Grade STAAR

STAAR 3rd Reading 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	42	50%	29%	14%	7%
American Indian/Alaskan Native	2	100%	0%	0%	0%
Asian	7	0%	28%	43%	29%
Black/African American	38	42%	37%	16%	5%
Hispanic	15	27%	13%	40%	20%
Two or More Races	4	25%	25%	25%	25%
White	3	0%	0%	33%	67%
Special Ed Indicator	3	33%	33%	33%	0%

STAAR 3rd Math 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	43	67%	12%	16%	5%
American Indian/Alaskan Native	2	100%	0%	0%	0%
Asian	11	9%	27%	18%	45%
Black/African American	39	72%	13%	10%	5%
Hispanic	15	33%	27%	33%	7%
Two or More Races	5	20%	20%	40%	20%
White	2	0%	0%	50%	50%
Special Ed Indicator	3	0%	33%	67%	0%

4th Grade STAAR

STAAR 4th Reading 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	49	41%	24%	29%	16%
American Indian/Alaskan Native	0				
Asian	6	17%	0%	0%	83%
Black/African American	42	38%	31%	21%	10%
Hispanic	9	44%	0%	22%	33%
Two or More Races	4	25%	25%	25%	25%
White	12	0%	0%	17%	83%
Special Ed Indicator	14	79%	7%	14%	0%

STAAR 4th Math 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	49	56%	23%	19%	2%
American Indian/Alaskan Native	0	0%	0%	0%	0%
Asian	6	17%	0%	17%	67%
Black/African American	42	56%	27%	15%	2%
Hispanic	9	33%	44%	11%	11%
Two or More Races	4	50%	0%	25%	25%
White	12	0%	33%	33%	33%
Special Ed Indicator	14	86%	7%	7%	0%

5th Grade STAAR

STAAR 5th Reading 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	59	32%	26%	21%	21%
American Indian/Alaskan Native	0				
Asian	15	21%	0%	7%	71%
Black/African American	46	29%	25%	31%	16%
Hispanic	12	17%	17%	17%	50%
Two or More Races	5	20%	20%	40%	20%
White	6	17%	33%	0%	50%
Special Ed Indicator	12	75%	8%	17%	0%

STAAR 5th Math 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	59	28%	32%	28%	12%
American Indian/Alaskan Native	0	0%	0%	0%	0%
Asian	15	7%	21%	14%	57%
Black/African American	46	33%	31%	31%	4%
Hispanic	12	8%	17%	25%	50%
Two or More Races	5	0%	40%	40%	20%
White	6	17%	17%	50%	17%
Special Ed Indicator	12	50%	33%	17%	0%

Student Learning Strengths

Improvement has been observed in student performance on iStation correlated with growth on MAP and STAAR. 3rd, 4th, and 5th Grade Math and Reading has improved on STAAR. The percentage of students increasing STAAR passing rates from 2021-2022 in Reading for 3rd and 4th Grades is as follows:

- Approaches in Reading: 3rd Grade increased by 21% and 4th Grade increased by 4%
- Meets in Reading: 3rd Grade increased by 12% and 4th Grade increased by 20%
- Masters in Reading: 3rd Grade increased by 23% and 4th Grade increased by 26%

The percentage of students increasing STAAR passing rates in math from 2021-2022 in 3rd and 4th Grades is as follows:

- Approaches: 3rd Grade increased by 21% and 4th Grade increased by 6%
- Meets: 3rd Grade increased by 15% and 4th Grade increased by 15%
- Masters: 3rd Grade increased by 7% and 4th Grade increased by 4%

Academic achievement has shown some strong improvements at Landry. While there are some challenges in student groups, overall achievement is climbing. A celebration is that 50% of 5th Grade African American and Special Education students scored at the Meets level on STAAR Reading.

School Processes & Programs

School Processes & Programs Summary

In the 2022-2023 school year, an Upbeat Campus-Based Survey was given to all staff to assess the campus process and programs. Parent/Teacher Communication increased by 10.6 percentage points. Survey results identified one main school-wide process needing improvement: Professional Development

For the 2022-2023 school year, the campus chose to focus on Data Driven Instruction to aid teachers in using data to determine appropriate instructional design. This required the determination of appropriate data points, collective agreement on assessment methods and schedules, and review of data to determine trends of success and improvement. During the Summer of 2022, staff attended PLC and DDI training to create a guiding coalition focusing on the importance of data dialogues and essential standards to create effective common assessments. PLC Focus meetings were held by weekly according to content area.

Additional information from the Upbeat Campus Survey includes:

- Teachers feel that a high-quality curriculum is not readily available.
- Fifteen percent of teachers do not feel that they have a trusting relationship with their colleagues.

According to the master schedule, teachers receive 50 minutes of planning time per day. Tutorials occur after school twice a week for 30 minutes in the spring as well as extracurricular club/ensemble opportunities. Thirty minutes of MTSS time is built into the classroom's daily schedule.

School Processes & Programs Strengths

- Teachers have influence over the hiring of professional staff.
- Students attend Fine Arts classes for 50 minutes each day that include art, music, P.E., dance, and theatre.
- Fine arts are integrated into content areas.
- All classes participate regularly in project shares.
- Devices are provided at a 1:1 ratio for each classroom PK-5.
- Campus procedures for the transition from elementary to middle school include counselor visits to discuss course selections, presentation of expectations, and a field trip to the middle school to learn about the transitioning process to middle school.
- Guidance lessons are taught by the counselor twice a month to each class.
- SEL and Restorative Practices are implemented in classrooms.
- ESL small group support is available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Overall office referrals were up by one referral. **Root Cause:** Staff struggles to have an effective campus-wide reward system that reduces the number and need for referrals.

Problem Statement 2: There was a repeated referral of a small number of students. **Root Cause:** Staff continued need for professional learning and support with students who have experienced trauma and undiagnosed emotional needs.

Perceptions

Perceptions Summary

Landry elementary fosters an uplifting, educational, and inclusive environment for all students to engage in all areas of growth. Parents share that they can tell that Landry's school staff cares about their children. In the Upbeat survey, staff overwhelmingly believe that parents are supportive of the school. In addition, the school counselor provides parent training in the evenings and counseling. Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and bi-monthly counseling classes. Parents are involved in meaningful ways throughout the school year by participating in Parent Nights, Family Nights, volunteer opportunities, Field Day, and the Reindeer Run. Parent perceptions of the school's effectiveness vary.

83% of students responded favorably on the Panorama Survey that teachers present information that students learn clearly. 89% of students responded favorably to having learned a lot this year. In our feedback, parents see themselves as partners in their child's success and education. The staff effectively communicates with parents through weekly calls, newsletters, and social media. They are also provided with translators as needed as well as notes and letters translated into Spanish.

Perceptions Strengths

There was an increase in students' belief that they have someone who cares about them at school. There was an increase in the survey of parents believing that the school communicates effectively. In Panorama Survey, the area of rigorous expectations showed an increase as observed by the students.

- Staff feels physically safe.
- Teachers do meaningful work together in teams.
- Teachers help each other.
- The building is clean and well-maintained.
- Teachers feel successful in supporting students' academic development.
- Staff feels loyal to the immediate team.
- Highly skilled teachers are given extra responsibility at Landry.
- Students feel that teachers are respectful towards them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff continues to struggle with work-life balance. **Root Cause:** Curricular demands and assessments provide challenges to manage during planned hours.

Priority Problem Statements

Problem Statement 1: 50% of our 3rd Grade students were not projected to be successful on the STAAR Assessment in Math.

Root Cause 1: The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching, and there was a lack of consistency in 3rd grade staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 50% of the economically disadvantaged students were projected to score at Approaches or higher in reading.

Root Cause 2: There was a lack of consistency in 3rd grade staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: During the 2022-2023 school year, students were not provided with stable mentors to meet emotional and sociological needs.

Root Cause 3: Parents, community members, and mentors have not been able to work consistently with students.

Problem Statement 3 Areas: Demographics

Guiding Objectives

Revised/Approved: August 3, 2023



Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 1: By the end of the 2023-2024 school year, 80% of all student groups will score at Approaches or above on STAAR Assessments.









High Priority

HB3 Guiding Objective

Evaluation Data Sources: Student performance on STAAR Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend Professional Learning Community Focus Meetings where teachers will set goals and monitor student progress on campus Assessments, Fountas and Pinnell Running Records, District Common Formative Assessments, MAP at the Beginning, Middle, and End of Year, and other agreed upon assessments as needed.</p> <p>Strategy's Expected Result/Impact: 80% of students score approaches or above on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Books, bookshelves, instructional materials, and assessment resources. - 211 Title I - 211-11-6329-00-121-99-000 - \$3,000, Provide supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$73,700</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Plan weekly and collaborate with instructional coaches on Best Practices and Higher Leverage Instructional Strategies in Reading, Math, Writing, and Science.</p> <p>Strategy's Expected Result/Impact: 80% of students score approaches or above on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.4, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coaches - 211 Title I - 211-11-6119-00-121-30-000 - \$71,918</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Align writing instruction with state, district, and campus expectations and work collaboratively as a PLC to improve, align, and monitor the integration of speaking and writing in all content areas at every grade level.</p> <p>Strategy's Expected Result/Impact: Student writing will increase in all content areas as indicated during writing deck checks during PLC Focus meetings.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Writing prompts and professional learning for staff - 211 Title I - 211-13-6299-00-121-99-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase RazKids, Learning A to Z, Flocabulary, Classkick, Scholastic News as supplemental technological programs to help students with comprehension, reading skills, and and fluency and student headphones so students can effectively use the programs.</p> <p>Strategy's Expected Result/Impact: Improved student performance in reading, math, and science.</p> <p>Staff Responsible for Monitoring: Guiding Coalition</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Raz kids, Classkick, Flocabulary - 211 Title I - 211-11-6299-00-121-99-000 - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire 3 small group teachers to help reinforce essential knowledge and skills and close achievement gaps of identified students.</p> <p>Strategy's Expected Result/Impact: Improved student performance in reading, math, writing, and science</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Tutors - 211 Title I - 211-11-6117-00-121-30-000 - \$5,445</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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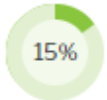




Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2023-2024 school year, 70% African American students will score at Approaches or higher on MAP and STAAR Assessments in Math, Reading, and Science.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP and STAAR Assessments in Reading, Math, and Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Set and monitor BOY, MOY, and EOY MAP Goals with students K-5 for reading and math and science. Strategy's Expected Result/Impact: 70% of African American students will score at approaches or higher. Staff Responsible for Monitoring: Teachers, administrators, and coaches</p> <p>Title I: 2.4, 2.6, 4.2 - 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: Incentives for academic achievement - 211 Title I - 211-11-6399-00-121-99-000 - \$12,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2 Problem Statements:







Demographics
<p>Problem Statement 2: 50% of the economically disadvantaged students were projected to score at Approaches or higher in reading. Root Cause: There was a lack of consistency in 3rd grade staff.</p>

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May of 2024, all security threats to entrances and procedures will be identified and addressed through monthly drills, updates, and safety walks.

High Priority

Evaluation Data Sources: Monthly drills and debriefs

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly evacuation (Fire Drills). Landry will collaborate with local municipalities in developing appropriate plans for drills. Additional drills will be conducted at least twice per year such as: shelter and lockout.</p> <p>Strategy's Expected Result/Impact: Students and staff will become familiar with procedures and implement them with automaticity.</p> <p>Staff Responsible for Monitoring: Security Officer and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May of 2024, Landry Elementary will increase community partnerships and campus volunteers by 10%.

Evaluation Data Sources: Visitor Sign-in, community involvement logs, and program attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with community partners such as Valley Ranch Baptist Church and Cimarron Park Recreation Center quarterly to discuss campus successes and upcoming opportunities.</p> <p>Strategy's Expected Result/Impact: 10% increase in community involvement on campus.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, office staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional opportunities for parents and through curriculum nights, grade level nights, and parent meetings with the principal as well as providing curriculum support, materials, childcare, and make-take home resources that provide parents with the necessary support in meeting the needs of our students.</p> <p>Strategy's Expected Result/Impact: 10% increase in community involvement on campus.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, office staff</p> <p>Problem Statements: Demographics 2, 3</p> <p>Funding Sources: Supplies and materials to promote Parent & Family Engagement - 211 Title I - 211-61-6399-00-121-99-000 - \$2,737</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1 Problem Statements:









Demographics
<p>Problem Statement 2: 50% of the economically disadvantaged students were projected to score at Approaches or higher in reading. Root Cause: There was a lack of consistency in 3rd grade staff.</p>
<p>Problem Statement 3: During the 2022-2023 school year, students were not provided with stable mentors to meet emotional and sociological needs. Root Cause: Parents, community members, and mentors have not been able to work consistently with students.</p>

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May of 2024, overall office referrals at Landry Elementary will decrease by 10%.

High Priority

Evaluation Data Sources: Office Referral Data
Restorative Circle Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct daily Morning Meetings and create treatment agreements in all classrooms to establish a safe and inclusive environment for all.</p> <p>Strategy's Expected Result/Impact: The number of office referrals will decrease by at least 10%.</p> <p>Staff Responsible for Monitoring: Administrators, PAC coordinator, and counselor</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide at least two social-emotional lesson for all classes PK-5 from the counselor. All students will understand the difference between a fixed mindset and a growth mindset, with the comprehension of why the latter produces the most favorable results due to the power of yet .</p> <p>Strategy's Expected Result/Impact: Decreased office referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal and counselor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:









Demographics

Problem Statement 1: 50% of our 3rd Grade students were not projected to be successful on the STAAR Assessment in Math. **Root Cause:** The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching, and there was a lack of consistency in 3rd grade staff.

Guiding Objective 5: Optimize All Available Resources







Goal 1: By the end of May 2024, Landry participation in community events and forums will increase by 10%.

Evaluation Data Sources: Attendance at community events
Attendance at community forums

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide positive communication with parents through face-to-face conferences, emails, phone calls, Parent Square, classroom newsletters, Family Nights, Communities in Schools, and social media, as well as School Parent Compact and Parent Involvement Policy.</p> <p>Strategy's Expected Result/Impact: Increased parent and community involvement. Parent and community volunteers will increase by at least 10% above that of 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Plan and provide Family and multicultural nights to engage all stakeholders in discussions regarding state standards, campus needs, campus diversity, and campus successes.</p> <p>Strategy's Expected Result/Impact: Learning owned by all stakeholders.</p> <p>Staff Responsible for Monitoring: Counselor, CIS coordinator, Dyslexia Interventionist</p> <p>Title I: 2.6, 4.1</p> <p>Funding Sources: Provide experiences such as assemblies for students - 211 Title I - 211-11-6299-00-121-99-000 - \$3,000</p>	Formative			Summative
	Oct	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>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2024, 40% of Landry students will participate in a Club or school organizations to enhance their school experience.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer students the opportunity to choose a school club, ensemble, or organization for membership during membership rally.</p> <p>Strategy's Expected Result/Impact: 40% of students will be members of school organizations by May of 2024.</p> <p>Staff Responsible for Monitoring: Team Leaders</p> <p>Title I: 2.6, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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State Compensatory

Budget for Landry Elementary

Total SCE Funds: \$73,700.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Landry's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Landry's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Committee

Committee Role	Name	Position
Community Representative	Arthur Mendes	Community Member
Business Representative	Destiney Lowery	Community Member
Administrator	Eric Cockerham	Principal
Instructional Coach	Cortney Pratorius	Instructional Coach
Classroom Teacher	Brittany Phillips	5th Grade Teacher
Administrator	Whitney Tolliver	Assistant Principal
Classroom Teacher	Kiara Lewis	1st Grade
Classroom Teacher	Kimberly Glick	Dyslexia Interventionist
Specials Teacher	Arianna Flores	P. E.
Classroom Teacher	Vickie Severs	Kindergarten
Classroom Teacher	Jordan Fletcher	Pre-K
Classroom Teacher	Steele Austin	2nd Grade
Classroom Teacher	Yushiqua Williams	4th Grade
Parent	Gloria Thomas	Parent
Parent	Priscilla Engelking	Parent
Parent	Gabrielle Starks	Parent
Classroom Teacher	Ashley King	Special Education
Classroom Teacher	Kristen Mitchell	Math ESSER Teacher
Classroom Teacher	Latrishia Jones	3rd Grade
Instructional Coach	Melissa Williams	Instructional Coach