

Carrollton-Farmers Branch Independent School District

Stark 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 22, 2023

Demographics

Demographics Summary

Stark Elementary is a PK-5th grade Title 1, Dual Language and Leader in Me campus in Carrollton-Farmers Branch Independent School District in Farmers Branch, TX. The campus is a neighborhood school that provides students accepted into the Dual Language program with instruction in Spanish and English. The staff at Janie Stark Elementary consists of 47 classroom teachers, 9 paraprofessionals, and 2 administrators. The campus is composed of 694 students. The student population is 16.3% White, 7.1% African American, 70.4% Hispanic, 3.3% Asian, 0.3% Native American, and 2.5% Two or More Races. The student serves 54.1% economically disadvantaged students, 8.9% special education students, 3.8% Gifted and Talented and 44.4% Emergent Bilingual students. The overall attendance rate is 97.6% which includes 97.0% African American, 97.5% Hispanic, 98.5% White, 97.2% Economically Disadvantaged, and 97.6% Emergent Bilingual. The most current data indicates that the campus has an 9.6% mobility rate.

Demographics Strengths

Janie Stark Elementary has many strengths:

1. Staff demographics represent the demographics of our students.
2. Stark is a sought-after campus for Dual Language and Pre-K and often has a waiting list for enrollment into both programs.
3. Stark has a low teacher turnover rate.
4. Stark has smaller class sizes with averages of 18:1 student to teacher ratio.
5. Stark teachers have an average of 8.1 years of experience.
6. Stark has an active PTA that is recognized each year for receiving state and district PTA awards.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students are not making adequate progress in closing the gaps and are performing below the state average. **Root Cause:** The number of students served by special services has increased and the availability of high-quality, experienced Special Education teachers to hire has decreased leaving us with vacancies and causing current case loads to overwhelm established Special Education teachers.

Problem Statement 2 (Prioritized): Special Education students are not meeting achievement and growth expectations as measured by STAAR. **Root Cause:** Lack of teacher knowledge on how to respond to diverse student population needs and deliver appropriate and rigorous Tier 1 instruction.

Problem Statement 3 (Prioritized): There is a need for increased teacher support through observation, feedback, and coaching on best practices in classroom management, tier 1 instructional strategies, and instructional pedagogy. **Root Cause:** Increased number of teachers with less than 5 years classroom experience or newer to the teaching profession.

Problem Statement 4 (Prioritized): Student attendance has decreased from 99% to 97.6% in the past two years. **Root Cause:** Lack of parent knowledge about importance of attendance, lack of parent understanding about the district attendance policy, and large number of students being dropped off through one driveway on campus property has increased the number of absences and tardies.

Student Learning

Student Learning Summary

At Stark Elementary, teachers engage students in ongoing formative assessment to determine strengths and areas of needed growth. This data, combined with results of district and state assessment results, guides teachers in providing all students with the interventions necessary for success. To support teachers in this process, Stark Elementary utilizes Response to Intervention (RTI), a Multi-Tiered Support System, to track student progress in targeted areas when more intensive and individualized interventions are necessary.

Below are the summary achievement results of the K-2 NWEA MAP data for the 2022-2023 school year:

READING			
	FALL	WINTER	SPRING
KINDER (E)	73%	73%	72%
KINDER (S)	71%	86%	85%
1ST (E)	52%	49%	51%
1ST (S)	67%	60%	64%
2ND (E)	66%	62%	73%
2ND (S)	83%	78%	66%

MATH			
	FALL	WINTER	SPRING
KINDER	80%	85%	85%
1ST	61%	61%	70%
2ND	72%	66%	69%

Below are the summary achievement results of the 3-5 NWEA MAP data for the 2022-2023 school year:

READING			
	FALL	WINTER	SPRING
3rd grade (E)	64%	60%	56%
3rd grade (S)	67%	51%	57%
4th grade (E)	60%	54%	59%
4th grade (S)	61%	54%	58%
5th grade (E)	63%	57%	56%

READING				
5th grade (S)		75%	60%	65%
MATH				
	FALL	WINTER	SPRING	
3rd grade	56%	55%	53%	
4th grade	62%	57%	60%	
5th grade	66%	64%	62%	

EOY Fountas & Pinnell Text Level Proficiency:

	APPR.	MEETS	MASTERS
KINDER	15%	29%	30%
1st grade	9%	26%	32%
2nd grade	13%	26%	32%
3rd grade	12%	24%	32%
4th grade	15%	22%	25%
5th grade	17%	25%	17%

Below are the summary achievement results of the 2023 STAAR Assessment for Stark Elementary:

3rd Grade Reading and Math

Reading			
	Approaches	Meets	Masters
English	82%	53%	14%
Spanish	52%	32%	24%

Math			
	Approaches	Meets	Masters
English	75%	37%	8%
Spanish	29%	7%	7%

4th Grade Reading and Math

Reading			
	Approaches	Meets	Masters
English	80%	42%	17%
Spanish	58%	33%	17%

Math			
	Approaches	Meets	Masters
English	62%	37%	18%

5th Grade Reading and Math

Reading			
	Approaches	Meets	Masters
English	85%	61%	27%
Spanish	78%	33%	0%

Math			
	Approaches	Meets	Masters
English	85%	49%	19%
Math	50%	6%	0%

5th grade Science

Science			
	Approaches	Meets	Masters
English	62%	32%	16%
Spanish	33%	13%	0%

3rd-5th Special Ed

Reading			
	Approaches	Meets	Masters
3rd grade	17%	0%	0%

Reading			
4th grade	31%	8%	0%
5th grade	55%	18%	9%

Math			
	Approaches	Meets	Masters
3rd grade	29%	0%	0%
4th grade	13%	7%	7%
5th grade	40%	30%	10%

Going into the 2023-24 school year, the staff will collect and analyze data on student growth using resources such as:

- Fountas and Pinnell
- NWEA MAP
- iStation
- Dreambox
- TELPAS
- District DCFAs
- Classroom data and grades
- Collaborative common formative assessments
- Progress monitoring tools through WIN Time (Response to Intervention and Enrichment)
- Spring 2023 STAAR results

Student Learning Strengths

Our student learning strengths at Stark Elementary include:

- Teachers meet as collaborative teams and with campus instructional leaders weekly to review and analyze data and inform instructional decisions.
- STAAR performance in 2022 across content areas remains at or above state and district levels.
- Over 50% of Stark students "Met" or "Mastered" on Reading STAAR in 2022.
- K-2 Reading MAP scores were consistently above the district levels showing a strong literacy foundation.
- Teachers at Stark ES participate in extended PLCs for a half-day 4-times a year to review data (common assessments, student work samples) and establish interventions and extensions for students in Tier 1 and WIN Time.
- An intervention/extension time is built into the master schedule (WIN Time) which limits the amount of missed Tier 1 instruction for students receiving specialized services and gives general education students the content that needs to be retaught and/or extended.
- Students in grades K-5 showed overall growth in reading skills from September to May as evidenced by increasing Istation scores in Tier I and a decrease in the number of students in Tier II or III
- Instructional Coaches are utilized to provide job-embedded professional learning to teachers based on student needs.
- Small group instruction for targeted instruction and interventions is provided in both English and Spanish.

- Any student in grades PK-5 not showing growth will have student progress discussed in RtI meetings throughout the year to identify strategies and resources available for intervention.

In addition to iStation and state accountability testing, the campus also targeted essential learning standards with the expectation that students would work towards mastery of them. These standards were specifically chosen to help support long-term high levels of learning at the next grade level. They also represent learning that is essential for that child across disciplines. Our data reflects that our students are responding to this targeted effort positively.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): From 2019 to 2023, 3rd-5th grade students dropped from 92% approaches grade level in Math to 74% approaches grade level in math. **Root Cause:** There is lack of consistency with target small group instruction, hands-on learning, and problem solving strategies in the math classroom.

Problem Statement 2 (Prioritized): There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. **Root Cause:** There is a lack of alignment with state standards and implementation of some district curriculum. Lack of teacher knowledge, understanding, and/or implementation of evidence based learning strategies.

Problem Statement 3 (Prioritized): High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause:** Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

School Processes & Programs

School Processes & Programs Summary

Stark serves students in PreK - 5th grade. The campus is a Dual Language campus with curricular programs and processes to ensure that learning is based on standards and is scaffolded to address a variety of student needs. Teachers plan using Understanding by Design in the CFBISD curriculum and meet weekly as a team to establish the upcoming essential TEKS, analyze data through Data Driven Instruction protocols, and design differentiated, rigorous lessons in order to impact student learning.

Stark teachers and staff participate in a variety of activities designed to promote personal and collective learning which will ultimately enhance student achievement, success, and experience at Stark. The process of recruiting, retaining, and supporting teachers begins with thoughtful and intentional decisions about the needs and strengths of teachers and students at each grade level when making hiring decisions. Teachers and administrators collaborate to identify qualities of potential teammates and then begin the task of finding the "right fit" for each team. Teacher volunteers attend the CFBISD job fair as a way of recruiting new staff members and participate in grade-level interviews. Once candidates are chosen, First Year Teachers and new-to-Stark teachers and staff members are supported in a variety of ways including CFBISD instructional coaches, campus mentors, and their teams. New staff members participate in regular meetings and are encouraged to attend additional staff development so they are better prepared to implement campus initiatives.

As a Leader in Me school, the campus utilizes a variety of programs and processes that support the growth of all students as learners and leaders. All students have the opportunity to hold a leadership role within their classroom. Additionally, students can also make an impact in the school by applying for school-wide student roles and serving as a leader. Each day starts with a 30-minute "Leader Time" where all students and staff engage in meaningful conversations about the 7 Habits, collective responsibilities, and goal setting. This year, the campus leadership team developed and implemented campus-wide clubs (Sharpen the Saw Clubs) based on student interest. Our Leadership Rodeo Action Team implemented and engaged the campus in monthly assemblies to celebrate goal achievement, student Leaders of the Month, and to support the culture work of Leader in Me.

Stark Elementary partners with our active PTA to promote family and community involvement. Our PTA is involved with supporting our students academically and socially through a variety of events throughout the year such as Family STEM and Math Night, Family Literacy Night, Field Day, BINGO/Loteria Night, Family Movie Night, Carnival and Auction, Spirit Nights, Dads' Club, and monthly Fitness Fridays.

School Processes & Programs Strengths

Stark has many process and program strengths:

- The Dual Language program provides students the opportunity to be bilingual, biliterate, and bicultural.
- The campus has a Lighthouse leadership team that is comprised of staff members that are positive and passionate about The Leader in Me (TLIM) and who guide our school's implementation. The staff team meets monthly to review progress on TLIM implementation and discuss any new opportunities for growth.
- This year, the campus created a Student Lighthouse Team comprised of students in 3rd-5th grade. This leadership team of students are responsible for community service, campus tours, and providing feedback/voice for decisions that impact students on our campus.
- K-5 grade levels are at the "Developing" and "Implementing" level of proficiency according to the district PLC rubric.
- Weekly PLC meetings that allow teachers and administrators to review data to drive instruction and develop interventions and enrichment.
- Daily "Leader Time" to support the implementation of the 7 Habits, goal-setting, conflict resolution, community building, and social-emotional learning.
- Daily "WIN Time" is built into the master schedule to personalize learning and meet the varied academic needs of all students.
- Monthly Fitness Fridays help students and families participate in outdoor activities to promote healthy lifestyles and exercise.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals. **Root Cause:** Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 2 (Prioritized): There is a need to provide professional learning on Tier 1 instruction and research-based classroom strategies. **Root Cause:** Due to 43% of Stark's classroom teachers having 1-4 years of experience in classroom pedagogy and natural teacher practices, there is a lack of knowledge, understanding, and experience with evidence-based instructional strategies and interventions.

Problem Statement 3 (Prioritized): According to the staff Upbeat survey, 35% of staff members believe rules for students behavior are not consistently enforced by teachers in the school. **Root Cause:** Inconsistent implementation of campus expectations, processes, and programs among grade levels, classrooms, and common areas of the school.

Perceptions

Perceptions Summary

The vision at Stark Elementary is to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become life-long learners that are productive, responsible, creative and compassionate leaders of tomorrow through authentic, real-world experiences. In 22-23, Stark staff and community members created a mission statement as a road map to achieving our vision. The mission of Janie Stark Elementary is to prepare students to be leaders that achieve academic excellence, inspire others, and contribute positively to the community. To support this vision and mission, the campus adopted the Leader in Me comprehensive school improvement model that empowers students with the leadership and life skills they need to thrive academically and social-emotionally. The staff believes in the development of the whole child and that every child has unique strengths and talents that they can use to lead.

Teachers and staff members continually strive to better themselves through collaborative conversations (PLCs) and personal professional learning opportunities in an effort to improve and enhance student achievement and experiences. Teachers recognize each other's strengths as they volunteer to serve in various ways, on Leadership Action teams, instructional committees, vertical teams, teacher leaders, and designing parent involvement experiences.

Stark engages the local community through numerous campus family events. Our Stark PTA provides financial support and volunteers to promote these activities. Annual activities include: Turkey Trot, monthly Fitness Fridays, Family Literacy Night, Welcome Night, and Field Day. Each grade level provides a monthly newsletter to keep parents informed along with a weekly Principal's Newsletter. There are several opportunities for parents to volunteer on campus throughout the year. We continue to build our PTA membership and volunteer base. At Stark, we are committed to building partnerships between school and home. Student success relies on support from home and building positive relationships with all stakeholders.

Perceptions Strengths

Stark perception strengths include:

- Stark Elementary has a strong sense of pride and yearly traditions that bring the staff and community together.
- Parents and volunteers support campus events and take leadership in annual events.
- Stark is a Leader in Me school.
- Stark has consistent and clear communication in various forms (Facebook, ParentSquare) to keep families up-to-date and informed on things occurring on campus.
- The Dual Language program is a strength and is perceived as a program of choice by many families within CFBISD and outside CFBISD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase support for the social/emotional wellness of students. **Root Cause:** The effects of the pandemic resulted in a negative impact on our students' social-emotional and conflict resolution skills.

Problem Statement 2 (Prioritized): According to the staff Upbeat survey, 35% of staff members believe rules for students behavior are not consistently enforced by teachers in the school. **Root Cause:** Inconsistent implementation of campus expectations, processes, and programs among grade levels, classrooms, and common areas of the school.

Problem Statement 3 (Prioritized): A foundational understanding and systematic implementation of the paradigms/practices related to the Leader in Me are present, but not reflected as persistent and pervasive components of campus leadership, culture, and academics. **Root Cause:** Staff has an understanding of what the 7 Habits are but not all understand how to apply the 7 Habits to their own lives. Few understand the processes/structures needed to support the paradigms and depth of understanding on teaching these

principles and practices. There is a lack of connection between "why" and "how" that has resulted in skills taught in isolation.

Problem Statement 4 (Prioritized): According to the staff Upbeat survey, teachers would like more input in campus decision-making, establishing campus policies, and more campus leadership opportunities. **Root Cause:** Traditional system of "team leaders" has created the perception that only certain teachers have a voice in campus decision-making.

Problem Statement 5 (Prioritized): According to the student Panorama survey, 43% of 3rd-5th grade students did not feel physically or psychologically safe at Stark. **Root Cause:** Increased media coverage of school violence has students needing to understand the why of our safety measures and procedures.

Problem Statement 6 (Prioritized): According to the student Panorama survey, 43% of 3rd-5th grade students did not feel physically or psychologically safe at Stark. **Root Cause:** Technology devices being taken home by students and an increase in students online unsupervised in the evening has led to an increase of negative, targeted cyber communication between students.

Problem Statement 7 (Prioritized): Parent engagement with our bilingual families is consistently less than the parent engagement with our English speaking families. **Root Cause:** Barriers that prevent engagement include language, parent work schedules, and/or parent lack of knowledge on how to best support their student academically and socially-emotionally.

Problem Statement 8 (Prioritized): According to the student Panorama survey, only 64% of students feel like a valued member of the Stark community and only 62% of students feel like they are engaged in the classroom. **Root Cause:** There are lack of opportunities for students to have ownership in their learning and to have voice and choice in their classroom and around the campus.

Priority Problem Statements

Problem Statement 1: From 2019 to 2023, 3rd-5th grade students dropped from 92% approaches grade level in Math to 74% approaches grade level in math.

Root Cause 1: There is lack of consistency with target small group instruction, hands-on learning, and problem solving strategies in the math classroom.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions.

Root Cause 2: There is a lack of alignment with state standards and implementation of some district curriculum. Lack of teacher knowledge, understanding, and/or implementation of evidence based learning strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus.

Root Cause 3: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals.

Root Cause 4: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to provide professional learning on Tier 1 instruction and research-based classroom strategies.

Root Cause 5: Due to 43% of Stark's classroom teachers having 1-4 years of experience in classroom pedagogy and natural teacher practices, there is a lack of knowledge, understanding, and experience with evidence-based instructional strategies and interventions.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to the staff Upbeat survey, 35% of staff members believe rules for students behavior are not consistently enforced by teachers in the school.

Root Cause 6: Inconsistent implementation of campus expectations, processes, and programs among grade levels, classrooms, and common areas of the school.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: There is a need to increase support for the social/emotional wellness of students.

Root Cause 7: The effects of the pandemic resulted in a negative impact on our students' social-emotional and conflict resolution skills.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: A foundational understanding and systematic implementation of the paradigms/practices related to the Leader in Me are present, but not reflected as persistent and pervasive components of campus leadership, culture, and academics.

Root Cause 8: Staff has an understanding of what the 7 Habits are but not all understand how to apply the 7 Habits to their own lives. Few understand the processes/structures needed to support the paradigms and depth of understanding on teaching these principles and practices. There is a lack of connection between "why" and "how" that has resulted in skills taught in isolation.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Special Education students are not meeting achievement and growth expectations as measured by STAAR.

Root Cause 9: Lack of teacher knowledge on how to respond to diverse student population needs and deliver appropriate and rigorous Tier 1 instruction.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a need for increased teacher support through observation, feedback, and coaching on best practices in classroom management, tier 1 instructional strategies, and instructional pedagogy.

Root Cause 10: Increased number of teachers with less than 5 years classroom experience or newer to the teaching profession.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Special Education students are not making adequate progress in closing the gaps and are performing below the state average.

Root Cause 11: The number of students served by special services has increased and the availability of high-quality, experienced Special Education teachers to hire has decreased leaving us with vacancies and causing current case loads to overwhelm established Special Education teachers.

Problem Statement 11 Areas: Demographics

Problem Statement 12: According to the staff Upbeat survey, teachers would like more input in campus decision-making, establishing campus policies, and more campus leadership opportunities.

Root Cause 12: Traditional system of "team leaders" has created the perception that only certain teachers have a voice in campus decision-making.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: According to the student Panorama survey, 43% of 3rd-5th grade students did not feel physically or psychologically safe at Stark.

Root Cause 13: Increased media coverage of school violence has students needing to understand the why of our safety measures and procedures.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: According to the student Panorama survey, 43% of 3rd-5th grade students did not feel physically or psychologically safe at Stark.

Root Cause 14: Technology devices being taken home by students and an increase in students online unsupervised in the evening has led to an increase of negative, targeted cyber communication between students.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Parent engagement with our bilingual families is consistently less than the parent engagement with our English speaking families.

Root Cause 15: Barriers that prevent engagement include language, parent work schedules, and/or parent lack of knowledge on how to best support their student academically and socially-emotionally.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Student attendance has decreased from 99% to 97.6% in the past two years.

Root Cause 16: Lack of parent knowledge about importance of attendance, lack of parent understanding about the district attendance policy, and large number of students being dropped off through one driveway on campus property has increased the number of absences and tardies.

Problem Statement 16 Areas: Demographics

Problem Statement 17: According to the student Panorama survey, only 64% of students feel like a valued member of the Stark community and only 62% of students feel like they are engaged in the classroom.

Root Cause 17: There are lack of opportunities for students to have ownership in their learning and to have voice and choice in their classroom and around the campus.

Problem Statement 17 Areas: Perceptions

Guiding Objectives

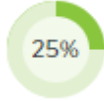



Revised/Approved: August 3, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2024, the percentage of all students that Meet and Master on STAAR will increase from 50% to 55% in Reading and from 42% to 48% in Math.

HB3 Guiding Objective

Evaluation Data Sources: STAAR, NWEA MAP Assessment, and District Common Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate research-based instructional strategies into all content areas through cross-curricular connections and campus-wide Book of the Month.</p> <p>Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Book of the Month - 211 Title I - 211-11-6329-00-106-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate standards-based and data-driven small group instruction into daily instructional schedule.</p> <p>Strategy's Expected Result/Impact: Increase student performance on all local, state, and district assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$262,200</p>	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: From 2019 to 2023, 3rd-5th grade students dropped from 92% approaches grade level in Math to 74% approaches grade level in math. **Root Cause:** There is lack of consistency with target small group instruction, hands-on learning, and problem solving strategies in the math classroom.

Problem Statement 2: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. **Root Cause:** There is a lack of alignment with state standards and implementation of some district curriculum. Lack of teacher knowledge, understanding, and/or implementation of evidence based learning strategies.








Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause:** Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2024, the percentage of all students that Meet and Master on STAAR will increase from 33% to 40% in Science.

HB3 Guiding Objective

Evaluation Data Sources: STAAR, NWEA MAP Assessment, and District Common Formative Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate nonfiction texts aligned with grade-level science content and skills into tier 1 reading instruction and guided reading small groups.</p> <p>Strategy's Expected Result/Impact: Increase student percentage of students who Meet and Master on the Science STAAR test.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: Nonfiction Texts - 211 Title I - 211-11-6329-00-106-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development and vertical alignment of research-based vocabulary and tier 1 strategies for student acquisition of appropriate grade level vocabulary in math and science.</p> <p>Strategy's Expected Result/Impact: Increased student acquisition and application of content vocabulary</p> <p>Staff Responsible for Monitoring: Admin, Math/Science Vertical Team</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Professional Development - 211 Title I - 211-13-6299-00-106-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Demographics
<p>Problem Statement 2: Special Education students are not meeting achievement and growth expectations as measured by STAAR. Root Cause: Lack of teacher knowledge on how to respond to diverse student population needs and deliver appropriate and rigorous Tier 1 instruction.</p>

Student Learning

Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause:** Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2024, the percentage of all students that meet or exceed their projected growth on NWEA Reading will increase from 47% to 55% and on NWEA Math will increase from 46% to 53%.

Evaluation Data Sources: NWEA MAP Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate standards-based and data-driven small group instruction into daily instructional schedule. Strategy's Expected Result/Impact: Increase student performance on all local, state, and district assessments. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase small group instructional support in English and Spanish to support literacy and math goals. Strategy's Expected Result/Impact: Increase in student growth for students who are not making grade level or higher projected proficiency. Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: Mary Tweed - Small group tutor - 211 Title I - 211-11-6117-00-106-30-000 - \$17,550</p>	Formative			Summative
	Oct	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3 Problem Statements:

Student Learning

Problem Statement 1: From 2019 to 2023, 3rd-5th grade students dropped from 92% approaches grade level in Math to 74% approaches grade level in math. **Root Cause:** There is lack of consistency with target small group instruction, hands-on learning, and problem solving strategies in the math classroom.









School Processes & Programs

Problem Statement 2: There is a need to provide professional learning on Tier 1 instruction and research-based classroom strategies. **Root Cause:** Due to 43% of Stark's classroom teachers having 1-4 years of experience in classroom pedagogy and natural teacher practices, there is a lack of knowledge, understanding, and experience with evidence-based instructional strategies and interventions.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2024, the percentage of Kinder-2nd grade students that meet or master district expectations for Reading will increase from 29% to 35%.

Evaluation Data Sources: Fountas & Pinnell text level data; DCFAs; teacher formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Foundations (English) and Taller (Spanish), a systematic program for phonics and Heggerty for phonemic awareness daily in K-2 classrooms.</p> <p>Strategy's Expected Result/Impact: Increased student foundational knowledge and skills; increased student achievement</p> <p>Staff Responsible for Monitoring: Admin, Literacy Coach</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Foundations Resources and PD - 211 Title I - 211-13-6299-00-106-99-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase competency of teachers using phonics, other strategies aligned with the Science of Teaching Reading, and phonemic awareness resources through targeted professional development and book studies (Shifting the Balance).</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy and improved student achievement</p> <p>Staff Responsible for Monitoring: Admin; Literacy Coach</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Book study resources - 211 Title I - 211-13-6329-00-106-99-000 - \$1,000</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>				











Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. Root Cause: There is a lack of alignment with state standards and implementation of some district curriculum. Lack of teacher knowledge, understanding, and/or implementation of evidence based learning strategies.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2024, the percentage of Special Education students who Approach on the STAAR test will increase from 34% to 40% in Reading and from 27% to 35% in Math.

Evaluation Data Sources: NWEA MAP, STAAR, and District Common Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning for teachers on differentiation in the classroom to meet the variety of academic needs.</p> <p>Strategy's Expected Result/Impact: Increased understanding of differentiation and how to design instruction to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration and Special Services Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create Special Services schedule for students receiving support to learn and be a part of the general education classroom to increase tier 1 instructional exposure.</p> <p>Strategy's Expected Result/Impact: Increase collaboration between general education and Special Services staff; decrease achievement gap for Special Services students.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</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>				

Goal 5 Problem Statements:

Demographics

Problem Statement 2: Special Education students are not meeting achievement and growth expectations as measured by STAAR. **Root Cause:** Lack of teacher knowledge on how to respond to diverse student population needs and deliver appropriate and rigorous Tier 1 instruction.







Student Learning

Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause:** Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: 100% of Stark Elementary teachers will design Tier 1 instruction based on state standards, identified essential learning targets, and student data.

Evaluation Data Sources: Lesson plans, curriculum documents, PLC agendas, walkthroughs and observations








Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher competency in designing rigorous Tier 1 instruction utilizing best practices and research-proven instructional strategies to meet the needs of all students through professional development and instructional coaching.</p> <p>Strategy's Expected Result/Impact: Increased student achievement; increased teacher competency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Instructional Coaches - 211 Title I - 211-11-6119-00-106-30-000 - \$78,735</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 85%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. Root Cause: There is a lack of alignment with state standards and implementation of some district curriculum. Lack of teacher knowledge, understanding, and/or implementation of evidence based learning strategies.</p>
<p>Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. Root Cause: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.</p>

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

Goal 1: By May 2024, 100% of CFBISD required safety and security drills will be conducted and monitored for effectiveness and next steps.








Strategy 1 Details	Reviews			
Strategy 1: Hold quarterly Safety & Security meetings with Administration, Safety committee, and campus Security Officer. Strategy's Expected Result/Impact: Increase teacher and school training regarding safety and security protocols. Staff Responsible for Monitoring: Admin, Campus Security Officer Problem Statements: Perceptions 5	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 100%	 100%	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Perceptions
Problem Statement 5: According to the student Panorama survey, 43% of 3rd-5th grade students did not feel physically or psychologically safe at Stark. Root Cause: Increased media coverage of school violence has students needing to understand the why of our safety measures and procedures.

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

Goal 2: By May 2024, 100% of students will receive digital citizenship and appropriate technology-use lessons.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Common Sense media and Web Outlaw curriculum to provide students with digital citizenship and appropriate usage skills and knowledge.</p> <p>Strategy's Expected Result/Impact: Decrease in Gaggle reporting; decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Problem Statements: Perceptions 6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Perceptions
<p>Problem Statement 6: According to the student Panorama survey, 43% of 3rd-5th grade students did not feel physically or psychologically safe at Stark. Root Cause: Technology devices being taken home by students and an increase in students online unsupervised in the evening has led to an increase of negative, targeted cyber communication between students.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, at least 75 Stark families will participate in and complete learning about the 7 Habits with their child and become a member of our Lighthouse Family Team.

Evaluation Data Sources: Attendance sign-in sheets, Google forms, artifacts from participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate leadership lessons and leadership language into weekly Principal's Newsletter and monthly counseling newsletter.</p> <p>Strategy's Expected Result/Impact: Common language for students and parents to use at home to support the 7 Habits.</p> <p>Staff Responsible for Monitoring: Principal, Family Learning Action Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for parents and students to engage in leadership activities at home and be a part of the Stark family leadership program through completion of family learning activities.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement, established common language between home and school</p> <p>Staff Responsible for Monitoring: Lighthouse Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Resources - 211 Title I - 211-61-6399-00-106-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1 Problem Statements:






Perceptions

Problem Statement 1: There is a need to increase support for the social/emotional wellness of students. **Root Cause:** The effects of the pandemic resulted in a negative impact on our students' social-emotional and conflict resolution skills.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2024, 100% of Stark Elementary families will be offered the opportunity to learn reading and math strategies to support learning at home.

Evaluation Data Sources: Calendars, agendas, attendance sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Host a Family Literacy Night and a Family Math Night for parents to learn research-based strategies to support learning at home.</p> <p>Strategy's Expected Result/Impact: Increased parent participation, increase in parent knowledge of strategies to support learning at home.</p> <p>Staff Responsible for Monitoring: Admin, Academic Action Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 7</p> <p>Funding Sources: Parent Resources - 211 Title I - 211-61-6399-00-106-99-000 - \$1,215</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Perceptions
<p>Problem Statement 7: Parent engagement with our bilingual families is consistently less than the parent engagement with our English speaking families. Root Cause: Barriers that prevent engagement include language, parent work schedules, and/or parent lack of knowledge on how to best support their student academically and socially-emotionally.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 2024, 100% of parents will have equitable access to Stark Elementary and will be provided opportunities for family engagement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Host opportunities to develop positive parent relationships with the school through Family Nights, Open House, Fitness Fridays, Fine Arts programs, and PTA events.</p> <p>Strategy's Expected Result/Impact: Increased school and community relationships</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 7</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate weekly events and important information to parents through Principal's Newsletter, social media posts, and Parent Square.</p> <p>Strategy's Expected Result/Impact: Increased parent communication and awareness of campus information</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Perceptions 7</p>	Formative			Summative
	Oct	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				







Goal 3 Problem Statements:

Perceptions
<p>Problem Statement 7: Parent engagement with our bilingual families is consistently less than the parent engagement with our English speaking families. Root Cause: Barriers that prevent engagement include language, parent work schedules, and/or parent lack of knowledge on how to best support their student academically and socially-emotionally.</p>

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

Goal 1: By May 2024, 100% of Stark students will receive monthly guidance lessons that focus on leadership, conflict resolution, self-regulation, bullying, and digital citizenship.

Evaluation Data Sources: Guidance counseling schedule, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase counseling and guidance support through monthly lessons, scheduled small groups, and individual lessons with a focus on proactive social-emotional health and core Leader in Me principles.</p> <p>Strategy's Expected Result/Impact: Increase student self-awareness, decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Admin, counseling team</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Goal 1 Problem Statements:







Perceptions
<p>Problem Statement 1: There is a need to increase support for the social/emotional wellness of students. Root Cause: The effects of the pandemic resulted in a negative impact on our students' social-emotional and conflict resolution skills.</p>

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

Goal 2: 100% of Stark Elementary students and staff will implement and apply the principles of Stephen Covey's 7 Habits to promote leadership, voice, personal growth, and goal setting.

Evaluation Data Sources: Staff surveys, Leader in Me MRA data, Leadership curriculum scope and sequence, Leadership notebooks/portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend training and professional development on implementation of the Leader in Me framework and principles.</p> <p>Strategy's Expected Result/Impact: Increased understanding and application of the 7 Habits and effective campus-wide implementation.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Leader in Me PD - 211 Title I - 211-13-6299-00-106-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain a Leadership Notebook to track and monitor goals, lead measures (action steps), and goal attainment by all students.</p> <p>Strategy's Expected Result/Impact: Goal attainment, student growth</p> <p>Staff Responsible for Monitoring: Classroom teachers, Lighthouse Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement daily "Leader Time" with an intentional focus on the principles of the 7 Habits, leadership skills, goal setting, and social-emotional learning.</p> <p>Strategy's Expected Result/Impact: Increased positive relationships, self-awareness, and self-regulation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Perceptions 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide students with opportunities to give feedback, share their goals, and communicate learning through Student-Led conferencing and student voice opportunities.</p> <p>Strategy's Expected Result/Impact: Student investment in goals and learning, shared ownership</p> <p>Staff Responsible for Monitoring: Lighthouse Team</p> <p>Problem Statements: Perceptions 8</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a need to increase support for the social/emotional wellness of students. Root Cause: The effects of the pandemic resulted in a negative impact on our students' social-emotional and conflict resolution skills.</p> <p>Problem Statement 3: A foundational understanding and systematic implementation of the paradigms/practices related to the Leader in Me are present, but not reflected as persistent and pervasive components of campus leadership, culture, and academics. Root Cause: Staff has an understanding of what the 7 Habits are but not all understand how to apply the 7 Habits to their own lives. Few understand the processes/structures needed to support the paradigms and depth of understanding on teaching these principles and practices. There is a lack of connection between "why" and "how" that has resulted in skills taught in isolation.</p> <p>Problem Statement 8: According to the student Panorama survey, only 64% of students feel like a valued member of the Stark community and only 62% of students feel like they are engaged in the classroom. Root Cause: There are lack of opportunities for students to have ownership in their learning and to have voice and choice in their classroom and around the campus.</p>

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

Goal 3: By May 2024, 100% of Stark students will be involved in campus extra-curricular opportunities and hold a leadership position in the classroom and/or on the campus.

Evaluation Data Sources: Action team agendas, student surveys, campus MRA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with opportunities within the school day to find their voice and develop personal leadership skills through involvement in academic, enrichment, and campus/community involvement activities such as a Student Lighthouse Team, Sharpen the Saw Clubs, and campus-wide student leadership roles .</p> <p>Strategy's Expected Result/Impact: Increased student ownership and input on campus; increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration, Lighthouse Team</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3 Problem Statements:

Perceptions
<p>Problem Statement 3: A foundational understanding and systematic implementation of the paradigms/practices related to the Leader in Me are present, but not reflected as persistent and pervasive components of campus leadership, culture, and academics. Root Cause: Staff has an understanding of what the 7 Habits are but not all understand how to apply the 7 Habits to their own lives. Few understand the processes/structures needed to support the paradigms and depth of understanding on teaching these principles and practices. There is a lack of connection between "why" and "how" that has resulted in skills taught in isolation.</p>

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

Goal 4: By May 2024, the percentage of staff members who feel that campus rules for student behavior are consistently enforced by other staff members will increase from 65% to 80% according to the district Upbeat survey.

Evaluation Data Sources: Upbeat survey data, campus feedback survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a campus-wide behavior plan that is aligned to STELLAR Stallion Expectations and principles of Leader in Me to be implemented in all classrooms, common areas, and Specials areas.</p> <p>Strategy's Expected Result/Impact: Consistent common behavioral expectations and language for campus.</p> <p>Staff Responsible for Monitoring: Administration and Discipline Planning Committee.</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a campus discipline committee to develop common behavioral expectations, monitor student discipline and behavior data, and design positive behavioral incentives for students.</p> <p>Strategy's Expected Result/Impact: Teacher investment in behavior expectations; consistent and common campus language for behavior</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: According to the staff Upbeat survey, 35% of staff members believe rules for students behavior are not consistently enforced by teachers in the school.</p> <p>Root Cause: Inconsistent implementation of campus expectations, processes, and programs among grade levels, classrooms, and common areas of the school.</p>

Perceptions

Problem Statement 2: According to the staff Upbeat survey, 35% of staff members believe rules for students behavior are not consistently enforced by teachers in the school.

Root Cause: Inconsistent implementation of campus expectations, processes, and programs among grade levels, classrooms, and common areas of the school.

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

Goal 5: By May 2024, Stark Elementary will increase the our student attendance rate by 1% (from 97.6% to 98.6%).

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an attendance progress monitoring and tracking system for student and parent accountability.</p> <p>Strategy's Expected Result/Impact: Increase in students that are present and arrive on time and are ready/prepared for the instructional day.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement attendance and tardy WIGs and progress tracking in student leadership notebooks for shared student ownership.</p> <p>Strategy's Expected Result/Impact: Student ownership of attendance and tardies; reduction of absences and tardies</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				








Goal 5 Problem Statements:

Demographics
<p>Problem Statement 4: Student attendance has decreased from 99% to 97.6% in the past two years. Root Cause: Lack of parent knowledge about importance of attendance, lack of parent understanding about the district attendance policy, and large number of students being dropped off through one driveway on campus property has increased the number of absences and tardies.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2024, 100% of Stark staff members will be involved in shared decision-making and action planning for the campus.

Evaluation Data Sources: Upbeat survey, Action Team agendas, PLC agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish campus Action Teams in the areas of Culture, Academics, and Leadership to design experiences, align grade level and campus goals, and promote student and staff leadership.</p> <p>Strategy's Expected Result/Impact: Staff member loyalty, investment, and increased input and decision-making.</p> <p>Staff Responsible for Monitoring: Admin and Campus Lighthouse Team</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 4: According to the staff Upbeat survey, teachers would like more input in campus decision-making, establishing campus policies, and more campus leadership opportunities. Root Cause: Traditional system of "team leaders" has created the perception that only certain teachers have a voice in campus decision-making.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2024, 100% of the Stark teaching staff will receive bimonthly observation and feedback in the areas of instructional strengths, campus instructional goals, and growth opportunities.

Evaluation Data Sources: Walkthrough data, staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule weekly walkthroughs with timely feedback and coaching opportunities.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2 Problem Statements:

Demographics
<p>Problem Statement 3: There is a need for increased teacher support through observation, feedback, and coaching on best practices in classroom management, tier 1 instructional strategies, and instructional pedagogy. Root Cause: Increased number of teachers with less than 5 years classroom experience or newer to the teaching profession.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 3: By May 2024, 100% of Stark Elementary staff will engage in professional learning to support the planning and delivery of effective, high-quality Tier 1 instruction.

Evaluation Data Sources: PD Agendas, PLC agendas, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for staff members to engage in professional learning focused on vertical alignment, data analysis and action planning, and level of content (rigor) for high priority/essential standards.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of pedagogy; increase in teacher collaboration; student growth and achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: Subs for Extended PLCs - 211 Title I - 211-11-6112-00-106-30-000 - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. Root Cause: There is a lack of alignment with state standards and implementation of some district curriculum. Lack of teacher knowledge, understanding, and/or implementation of evidence based learning strategies.</p> <p>Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. Root Cause: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.</p>







School Processes & Programs

Problem Statement 1: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals. **Root Cause:** Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Guiding Objective 5: Optimize All Available Resources

Goal 4: By June 2024, principal and assistant principal will grow in their instructional leadership knowledge and understanding of how to effectively lead teachers in the areas of curriculum, MTSS, Leader in Me, and Professional Learning Communities by attending professional development and sharing and implementing strategies learned.

Evaluation Data Sources: TPESS, TTESS, faculty meeting agendas, PD agendas, PLC agendas, Upbeat and campus survey data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase Principal and Assistant Principal leadership knowledge and build collective efficacy through in-person professional development and targeted online learning associated with professional association memberships.</p> <p>Strategy's Expected Result/Impact: Increased leadership knowledge; increased student achievement and teacher engagement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Principal's Institute - 211 Title I - 211-23-6411-00-106-99-000 - \$8,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 4 Problem Statements:

Demographics
<p>Problem Statement 3: There is a need for increased teacher support through observation, feedback, and coaching on best practices in classroom management, tier 1 instructional strategies, and instructional pedagogy. Root Cause: Increased number of teachers with less than 5 years classroom experience or newer to the teaching profession.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 5: By May 2024, 100% of Stark staff will engage in professional learning that is relevant to their role, differentiated to meet their classroom instructional needs, and supports the vision and mission of the campus.

Evaluation Data Sources: PD agendas, staff surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus walk through data and teacher feedback to provide professional learning for teachers that is varied to meet the professional needs of staff and academic needs of students.</p> <p>Strategy's Expected Result/Impact: Teacher satisfaction; teacher efficacy</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for all staff to participate in leadership development through self-paced online 7 Habits professional courses online, "Booster" professional learning during faculty meetings, weekly communication, and LIM Community Learning and Symposium days.</p> <p>Strategy's Expected Result/Impact: Personal growth and development; deeper understanding and application of principles; improved campus culture</p> <p>Staff Responsible for Monitoring: Admin, Leadership Action Teams</p> <p>Problem Statements: Perceptions 3</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>				

Goal 5 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. Root Cause: There is a lack of alignment with state standards and implementation of some district curriculum. Lack of teacher knowledge, understanding, and/or implementation of evidence based learning strategies.</p>

Student Learning

Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause:** Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

School Processes & Programs

Problem Statement 2: There is a need to provide professional learning on Tier 1 instruction and research-based classroom strategies. **Root Cause:** Due to 43% of Stark's classroom teachers having 1-4 years of experience in classroom pedagogy and natural teacher practices, there is a lack of knowledge, understanding, and experience with evidence-based instructional strategies and interventions.

Perceptions

Problem Statement 3: A foundational understanding and systematic implementation of the paradigms/practices related to the Leader in Me are present, but not reflected as persistent and pervasive components of campus leadership, culture, and academics. **Root Cause:** Staff has an understanding of what the 7 Habits are but not all understand how to apply the 7 Habits to their own lives. Few understand the processes/structures needed to support the paradigms and depth of understanding on teaching these principles and practices. There is a lack of connection between "why" and "how" that has resulted in skills taught in isolation.

State Compensatory

Budget for Stark Elementary

Total SCE Funds: \$262,000.00

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 Stark'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

Stark'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
Administrator	Jennifer Putman	Principal
Administrator	Christina Estrada	Assistant Principal
Classroom Teacher	Ariana Murillo	Pre-K Teacher
Classroom Teacher	Zailey Hall	Kindergarten Teacher
Classroom Teacher	Morgan Sharp	1st grade Teacher
Classroom Teacher	Morgan Patterson	2nd grade Teacher
Classroom Teacher	Kylie Salas	3rd grade Teacher
Classroom Teacher	Neysha Pena	4th grade Teacher
Classroom Teacher	Daniela Rosas	5th grade Teacher
Special Services Teacher	Margaret Duke	CM/Fundamentals Teacher
Non-classroom Professional	Gio Flores	PE Teacher
Parent	Lucy Gore	PTA
Parent	Marjorie Barnes	PTA
Non-classroom Professional	Mary Beth Smith	Librarian
Community Representative	Grace Speese	Farmers Branch Chamber of Commerce