

Wichita Falls Independent School District
Zundy Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Zundy is to foster academic excellence in a safe and caring environment through a partnership of family, staff, and community.

Vision

We, Zundy Eagles, will create an equitable environment by building a strong academic, social, and emotional foundation that will prepare all students for a successful future.

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Comprehensive Needs Assessment

Revised/Approved: May 26, 2023

Demographics

Demographics Summary

Enrollment in On Suite from PIEMS dated 2/21/2022

Total=537

KG=91

Gr. 1=81

Gr. 2=90

Gr. 3= 97

Gr. 4=93

Gr. 5=85

Economically disadvantages = 83.61%

Number of ELL students = 36.13%

SPED population = 15.64%

Hispanic= 68.16%

African American = 7.26%

White = 17.13%

Asian = .37%

American Indian = .37%

Two or more races = 6.70%

Demographics Strengths

- Campus attendance has remained consistent at 94% although it dropped to 89% in the fourth six weeks.
- Map data shows strengths in k-1 and 4-5
- The demographic data clearly reflects a diverse student population.
- At-risk support systems are in place to help at-risk students in demographic groups who continue to struggle academically.
- Family involvement continues to engage parents at school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery. **Root Cause:** As staff turns, Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 4.

Problem Statement 2: There is not enough involvement with academic activities by the community in school. Parents attend activities that are fun and engaging but don't necessarily carry the academic engagement into the home. **Root Cause:** Parents lack the ability to teach their own children at home. They do, however, want their students to succeed.

Problem Statement 3 (Prioritized): Discipline rates are high throughout each grade level. **Root Cause:** CKH strategies were not used consistently, consequences had no effect on students,

Student Learning

Student Learning Summary

3rd Grade Reading - Approaches:38.6% Meets:12.5% Masters:4.5%

3rd Grade Math - Approaches:36.36% Meets:6.82% Masters:1.14%

4th Grade Reading - Approaches:49.4% Meets:23.5% Masters:7.4%

4th Grade Math - Approaches:40.7% Meets: 9.9% Masters:4.9%

5th Grade Reading - Approaches:56.1% Meets:22% Masters:7.3%

5th Grade Math - Approaches: 39% Meets:9.8% Masters:1.2%

5th Grade Science - Approaches:47.6% Meets:24.4% Masters:7.3%

Students are monitored throughout the year using a variety of instruments such as TXKEA, MAP Growth, interim assessments, formative and summative assessments. Interventions are then developed, implemented, monitored, and adjusted through the RTI process, guided reading, and guided math. Additionally, students not responding to intervention are monitored through SST. Materials to support RTI, guided reading, guided math, and basic Tier I instruction have been purchased to help support these research-based strategies and increase student achievement at Zundy Elementary. . Instructional coaching cycles are conducted with Tier 3 teachers in need of assistance.

Student Learning Strengths

Teachers know how to use the learning continuum in MAP to identify bands of skills needed and groupings for interventions. MAP data is providing the information needed to make informed decisions regarding instruction for TIER 1, 2 and 3. MTSS monitors intervention progress of each student in each TIER to make adjustments as needed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a large gap between high achievers and so many low achievers. **Root Cause:** The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.

Problem Statement 2 (Prioritized): Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. **Root Cause:** The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.

Problem Statement 3: There is a need to complete the technology upgrade in all grade level classrooms to provide equitable use of technology for all students to . **Root Cause:** All bilingual teachers were given a Promethean Board to integrate technology , but only a few in each grade level were given a Promethean in general ed.

Problem Statement 4 (Prioritized): The HB1416 and AI timeline must begin earlier in 2023-24 to complete the hour requirement. There is a need for good tutors to help complete the tutorial requirements of either 15 or 30 hours. **Root Cause:** Campus teachers trained and provided the tutoring this year. However, there was not enough time to complete the 30 hour requirements and teachers had to use their own instructional time to tutor. Zundy needs to hire quality tutors to work within the instructional day.

School Processes & Programs

School Processes & Programs Summary

The curriculum used throughout Zundy Elementary is TEKS Resource System which is aligned with the TEKS, ELPS and College Career Readiness Standards. MAP Growth results are used to measure student achievement. The results are used to show skills that may need to be retaught and students that need extra help to achieve mastery. Professional learning time is often spent analyzing classroom and campus data. Teachers and campus leaders view how their scores compared to the district average and other campuses.

Lesson planning is done by both teams and individuals. Differentiation and scaffolds are addressed through the use of research based strategies. These strategies include using hands on activities, manipulatives, large and small group instruction, and the utilization of research based programs such as Guided Reading, Guided Math, Balanced Literacy, Seidlitz, Capturing Kids' Hearts, and others. Professional development strategies can be seen in lesson plans and, then, classrooms. Fidelity checks help ensure these programmatic elements are being implemented. Readiness, supporting, and process standards are taught daily and are constantly being reviewed and practiced through reteaching, RTI, and classroom instruction.

Professional learning communities consist of grade level teachers, instructional coaches, and campus administration. When students are not showing progress, interventions are put into place, parents are contacted, and skills are analyzed and assessed in order to develop a plan of intervention. Both teachers and students participate in goal setting to increase student performance and students are encouraged to monitor their own academic progress. Content and language objectives are communicated through the We will and I will statements. The ASOT model is used in all classrooms to make instruction as effective as possible. Each grade level is given time for vertical team alignment every 9 weeks using substitute teachers to take over classroom instruction.

Technology is utilized in every classroom to enhance instruction. We have classroom sets of chromebooks per classroom in grades K-5. Because of the bigger class sizes, Chromebooks will be added to the computer lab to assist with one to one digital learning. The computer lab also supports writing for STAAR.

Instructional Coaching Cycles are used to support and provide feedback to TIER 2 and 3 teachers.

School Processes & Programs Strengths

We utilize the TEKS Resource System for our curriculum.

Leadership meets weekly to PLC so that everyone on the team can better support teachers.

Technology is integrated into learning activities.

Student data is tracked in a variety of ways.

We are aligned with WFISD in implementing the following highly effective, research-based initiatives/programs: TEKS Resource System, Capturing Kids' Hearts, Seidlitz, Guided Reading, Guided Math, and ASOT.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have inconsistent processes and programs in the classrooms. EAGLE time is not done with fidelity. Need to maximize instructional time.

Root Cause: There is a need to adjust the master schedule and review the schoolwide intervention time.

Perceptions

Perceptions Summary

At Zundy, we celebrate our successes and analyze shortcomings in search of becoming the best us. We are a Texas Public School, and as such, we welcome visitors to come observe any time. In fact, it is not uncommon to have teachers from other campuses come to our school to observe. We invite community members to come and see what we are about. We believe that it does indeed “take a village to raise a child”...we are the village of Zundy Elementary. We have been named a Capturing Kids' Hearts National Showcase school 4years in a row. We are a showcase Seidlitz school using Seidlitz 7 steps/strategies consistently in our classrooms. Zundy has strong family and community bonds.

Perceptions Strengths

We post to Social Media as often as we can to tell the community all the wonderful things we do at Zundy. We celebrate teachers as much as we celebrate students and their accomplishments. We partner with the community to build career day each year and invite over 60 presenters to help students learn about their career interests. We invite former Zundy students who are graduating to return to their elementary school for a Senior Walk throughout the school hallways.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for increased communication between staff and parents regarding academics and not just behavior. **Root Cause:** Many times we call parents for behavior but parents also want to know how their child is progressing academically.

Problem Statement 2: Zundy's attendance dropped from 94% in the 20-21 school year to 92.68% in the 21-22 school year. **Root Cause:** There is a lack of communication between schools and truancy and vice versa.

Priority Problem Statements

Problem Statement 1: There is a large gap between high achievers and so many low achievers.

Root Cause 1: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We have inconsistent processes and programs in the classrooms. EAGLE time is not done with fidelity. Need to maximize instructional time.

Root Cause 2: There is a need to adjust the master schedule and review the schoolwide intervention time.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population.

Root Cause 3: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery.

Root Cause 4: As staff turns, Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 4.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The HB1416 and AI timeline must begin earlier in 2023-24 to complete the hour requirement. There is a need for good tutors to help complete the tutorial requirements of either 15 or 30 hours.

Root Cause 5: Campus teachers trained and provided the tutoring this year. However, there was not enough time to complete the 30 hour requirements and teachers had to use their own instructional time to tutor. Zundy needs to hire quality tutors to work within the instructional day.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Discipline rates are high throughout each grade level.

Root Cause 6: CKH strategies were not used consistently, consequences had no effect on students,

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a need for increased communication between staff and parents regarding academics and not just behavior.

Root Cause 7: Many times we call parents for behavior but parents also want to know how their child is progressing academically.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 5, 2023








Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Retain 85% of Zundy's campus staff for the 2023-24 school year.

High Priority

Evaluation Data Sources: Fully staffed before June 14, 2024

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will provide new staff with opportunities to attend New Teacher Training presented by WFISD District Curriculum Specialists after teachers have been tiered and identified in need of support. Ongoing campus specific staff development and targeted, small group teacher training will be provided. Returning staff will continue to receive training in district initiatives.</p> <p>Strategy's Expected Result/Impact: Collaboration on best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels, by the teacher mentored.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Campus Administration</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Substitute teachers - SCE - \$2,000, Supplies and Materials - SCE - \$1,000</p>	Formative		
	Nov	Feb	May
	N/A		

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A teacher mentor will be assigned to each new teacher on campus. Monthly meetings will be used to guide mentors to better meet the needs of the new teachers at Zundy. Sign in Sheets, Agendas, Mentor surveys, New teacher Surveys will be used to monitor success.</p> <p>Strategy's Expected Result/Impact: Campus Routines and Procedures are not always made clear to new teachers on campus. Partnering with a campus veteran will help facilitate the success of each new classroom teacher with Campus and District requirements.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Campus Admin</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies/Material - SCE - \$250</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development will be provided for all staff to support academic achievement for all students. Training includes, but is not limited to Capturing Kids' Hearts, T-TESS, Seidlitz, NASOT, and TEKS Resource System.</p> <p>Select teachers may have opportunity to travel to teacher conferences to increase their teaching capacity and turn training around for the rest of the staff.</p> <p>Strategy's Expected Result/Impact: Teachers need opportunities for professional growth. Needs will be identified through a tier system for support.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Conference Registrations, Travel, Food/Lodge - Title 1 Part A - \$7,000</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>Strategy's Expected Result/Impact: Seek out and recruit the best teachers we can find to improve our student achievement.</p> <p>Staff Responsible for Monitoring: Admin, HR</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery. **Root Cause:** As staff turns, Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 4.






Student Learning

Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. **Root Cause:** The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: Support Teachers with new technology and professional development related to technology integration as budget allows during the 23-24 school year.

Evaluation Data Sources: Technology use integrated into lessons. Training will be provided to teachers prior to operation of new technology such as Smartboards. PLC agendas/sign in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in Grades K-5 will be encouraged to use google classroom in their weekly instruction. Promethean boards will be integrated into classrooms as budget allows. They will be provided with training and support to help them learn how to use and implement technology tools within a classroom as part of their lesson plan.</p> <p>Strategy's Expected Result/Impact: Teachers must be ready to present instruction in a variety of ways. Training can be accomplished in PLC meetings through training.</p> <p>Staff Responsible for Monitoring: District instructional technology support, admin</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






Student Learning
<p>Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. Root Cause: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 80% of Kindergarten students will master uppercase letters, lowercase letters and sounds by the End of the School Year in May 2024.

High Priority

Evaluation Data Sources: TXKea, MAP EOY testing, running records,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC rotations will be more intentional so that teachers have better direction on intervention strategies and groups. Data digs and Data talks will guide small groups and identify skills to fill gaps. Focus on strengthening Tier 1 first with the appropriate instructional materials and supplies.</p> <p>Strategy's Expected Result/Impact: Targeted intervention must identify weaknesses and strengths so that all students make progress.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Admin, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: notebooks for data binders - SCE - \$200</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:



Student Learning
<p>Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. Root Cause: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.</p>






Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: At least 80% of Grades 1-2 will be reading on grade level by the End of the School Year in May 2024.

High Priority

Evaluation Data Sources: MAP EOY testing, Running Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLCs will be structured on an intentional rotation so that teachers can better identify the students in need and provide more targeted intervention. TIER 1, 2 and 3 will be defined so that teachers have a better understanding of how to meet the needs of the students.</p> <p>Strategy's Expected Result/Impact: If teachers are targeting specific skills with specific kids in need ,the gaps will close and student achievement will increase.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, teachers, admin</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Intervention materials/supplies - Title 1 Part A - \$2,500</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 1st grade students will grow at least 15.4 points on MAP EOY Growth by May 2024 in Reading. 2nd grade students will grow at least 20.37 points on MAP EOY Growth by May 2024 in Reading.</p> <p>Strategy's Expected Result/Impact: The correlation between MAP and STAAR is high. The closer students can get to grade level reading, the better they will perform on STAAR in the 3rd, 4th and 5th grade.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will have High Quality Tutoring Materials for Reading and Math to help with test taking strategies and practice. Students eligible for HB 1416 tutorials will be identified, tutored for the appropriate amount of hours (15 or 30) and progress will be tracked.</p> <p>Strategy's Expected Result/Impact: Students will have opportunity to practice the question types before taking the STAAR test in the Spring.</p> <p>Staff Responsible for Monitoring: Tutors, Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - TCLAS - \$7,000, - Title 1 Part A - \$16,000, - TCLAS - \$6,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






Student Learning
<p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p>
<p>Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. Root Cause: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.</p>
<p>Problem Statement 4: The HB1416 and AI timeline must begin earlier in 2023-24 to complete the hour requirement. There is a need for good tutors to help complete the tutorial requirements of either 15 or 30 hours. Root Cause: Campus teachers trained and provided the tutoring this year. However, there was not enough time to complete the 30 hour requirements and teachers had to use their own instructional time to tutor. Zundy needs to hire quality tutors to work within the instructional day.</p>
School Processes & Programs
<p>Problem Statement 1: We have inconsistent processes and programs in the classrooms. EAGLE time is not done with fidelity. Need to maximize instructional time. Root Cause: There is a need to adjust the master schedule and review the schoolwide intervention time.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: The student achievement of grades 3-5 scale score on STAAR will increase to at least 50% in 2023-24 by increasing purposeful station work and interventions in guided reading, NASOT and EAGLE time.

High Priority

Evaluation Data Sources: EOY STAAR reports; 2021-22 School Report Card

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use STEAM materials and station resources to increase student engagement in Math/Science/Reading to 100% on task behavior in all academic activities. Schedule the WFISD STEAM Bus as time allows.</p> <p>Strategy's Expected Result/Impact: When students are engaged in meaningful and constructive learning, they are more likely to be successful academically.</p> <p>Staff Responsible for Monitoring: Instructional coaches, teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: STEAM materials - Title 1 Part A - \$5,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: The percent of students who met projection on MAP will be > or = 50% for MOY and EOY MAP for K-5. All grades will meet growth projections for MAP.

Evaluation Data Sources: MAP Growth Data MOY and BOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention time in which teachers pull students to work on specific targeted grade level skills with appropriate materials and supplies within their own classrooms.</p> <p>Strategy's Expected Result/Impact: When students see their strengths and weaknesses, they can monitor their own growth. Teachers can monitor growth as they work with interventions. Tracking one's own progress creates ownership for learning.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, admin, students</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide research based instruction that includes interactive technology as a tool to increase student engagement to meet grade level and individual MAP goals.</p> <p>Strategy's Expected Result/Impact: Technology will enhance student engagement when used interactively.</p> <p>Staff Responsible for Monitoring: teachers, coaches, principals</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. Root Cause: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.</p>

School Processes & Programs






Problem Statement 1: We have inconsistent processes and programs in the classrooms. EAGLE time is not done with fidelity. Need to maximize instructional time. **Root Cause:** There is a need to adjust the master schedule and review the schoolwide intervention time.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: The percentage of ELs meeting language proficiency goals will increase using TELPAS from to at least 50% in 23-24 school year. .

High Priority

Evaluation Data Sources: TELPAS 20212 results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Bilingual/ESL teachers will work together to do some vertical planning monthly so that the bilingual curriculum is aligned.</p> <p>Strategy's Expected Result/Impact: Our Bilingual population must be ready to take the STAAR in Spanish in the 3rd grade. Teachers must track progress to ensure that instruction is aligned for student achievement to close the gap.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Admin, teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: Substitutes - General - \$500, Bilingual Teachers - SCE - \$215,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 5 Problem Statements:







Demographics
<p>Problem Statement 1: There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery. Root Cause: As staff turns, Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 4.</p>
Student Learning
<p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p>
<p>Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. Root Cause: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: Teachers will identify current MAP Reading levels to measure growth for each student using MAP results. All students will show growth by moving up one MAP RIT Band by the end of the school year. MAP RIT Bands may be used to place students into small groups for skill practice or create pathways for learning on software programs.

High Priority

Evaluation Data Sources: running records, Tier 1 assessment results, technology reports, MAP results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional Coach will conduct an initial training of all ELAR K-5 teachers in Running Records with practice sessions to calibrate teachers on the running record procedure. Teachers will be provided guidance on instruction using NASOT strategies.</p> <p>Strategy's Expected Result/Impact: When teachers are calibrated, they will more accurately assess the reading levels of each students so that they can more accurately target the needs of students for intervention.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Principal</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: training/calibrating materials - General - \$100</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide research based software to support learning and provide intervention through technology. Programs like Progress Learning, IXL and Mystery Science will be utilized as supplemental resources.</p> <p>Strategy's Expected Result/Impact: Students are engaged by technology. These programs will assist teachers in providing extra support and intervention in which they can work independently.</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Software programs - Title 1 Part A - \$6,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery. **Root Cause:** As staff turns, Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 4.

Student Learning

Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. **Root Cause:** The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.




School Processes & Programs








Problem Statement 1: We have inconsistent processes and programs in the classrooms. EAGLE time is not done with fidelity. Need to maximize instructional time. **Root Cause:** There is a need to adjust the master schedule and review the schoolwide intervention time.

Goal 3: Connect high school to career and college.

Performance Objective 1: By the end of 2023-24 school year, we will plan and execute a Campus Career Day to expose students to the wide variety of careers available to them in this community. We will also encourage a college going culture that includes trade school and other skilled careers.

Evaluation Data Sources: Teachers and SBDM will decide on the model to be used to teach careers to students and set a date for learning.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Send a Save the Date so that presenters can prepare to be at Zundy on Career Day in the Spring.</p> <p>Strategy's Expected Result/Impact: Exposure to a variety of careers opens students' minds to the possibilities as they grow older.</p> <p>Staff Responsible for Monitoring: Career Day Committee, Admin</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Printing - SCE - \$100</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will continue to wear College T-Shirts and jeans on Wednesdays to promote a college going community.</p> <p>Strategy's Expected Result/Impact: Students are encouraged to ask questions about the names of colleges that they see every Wednesday. They are encouraged to interview teachers about their colleges to gain more information.</p> <p>Staff Responsible for Monitoring: Admin.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Invite WFHS athletes and band members to visit with and/or entertain students on the Zundy campus to promote school spirit for our feeder high school.</p> <p>Strategy's Expected Result/Impact: If students can get excited about joining efforts with our feeder schools, they will look forward to being in high school and college.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will have the opportunity to participate in a variety of experiential field trips, after school clubs, and UIL Activities.</p> <p>Strategy's Expected Result/Impact: Create more well-rounded children and provide more opportunities for students to be involved in extracurricular activities.</p> <p>Staff Responsible for Monitoring: At Risk Coordinator, After School Club Sponsors, UIL Coordinator</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies and Materials - Title 1 Part A - \$1,000, extra duty pay - Title 1 Part A - \$2,500</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Invite Graduating Seniors to Zundy for a Senior Walk in May.</p> <p>Strategy's Expected Result/Impact: Students will celebrate those that walked the Zundy halls before them to encourage their goals to graduate high school.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Coordinate with Road to College to encourage a college going culture at Zundy.</p> <p>Strategy's Expected Result/Impact: Students who plan ahead will have a road map to a college goal that they can work towards and are more likely to achieve.</p> <p>Staff Responsible for Monitoring: 5th grade teachers, admin, counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Contract with Road to College program - SCE - \$6,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p>




Perceptions






Problem Statement 1: There is a need for increased communication between staff and parents regarding academics and not just behavior. **Root Cause:** Many times we call parents for behavior but parents also want to know how their child is progressing academically.

Goal 3: Connect high school to career and college.

Performance Objective 2: Use assessment data to identify the 4th and 5th graders in need of intervention to reduce the percentage of students requiring failure interventions in the summer to help Zundy achieve at least an 50% pass rate on math and reading by the end of 2023-24. Interventions will fulfill the requirements of HB1416..

Evaluation Data Sources: May 3/4 STAAR results for current 4/5 students

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: At-risk students will improve socially, emotionally & academically.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4 - School Processes & Programs 1</p> <p>Funding Sources: Accelerated Instruction material/supplies - Title 1 Part A - \$2,000, Tutors - Title 1 Part A - \$20,000, Covid Aides - SCE - \$40,000, 1FTE - At Risk Coordinator - SCE</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Data Meetings and PLC Meetings will focus on student data and which students must show growth to reach Mastered, Meets, and Approaches Grade Level status.</p> <p>Strategy's Expected Result/Impact: Ensure students continue to move forward in their progress.</p> <p>Staff Responsible for Monitoring: Grade level teachers and Instructional Coaches</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partnerships with Community PIE Partners will provide extra Reading Buddies and Tutoring to students at risk of failing.</p> <ol style="list-style-type: none"> 1. Read2Learn 2. WFHS PALS 3. Parent volunteers <p>Strategy's Expected Result/Impact: Students receiving one on one or small group instruction have the opportunity to bond with a community member that can help guide and mentor the student (s) t success.</p> <p>Staff Responsible for Monitoring: Admin, At Risk Coordinator, Counselor</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Books/ tutoring materials - Title 1 Part A - \$2,500</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students who are assigned to a DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to insure that students needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to the home campus.</p> <p>Strategy's Expected Result/Impact: Smooth transitions between facilities and school.</p> <p>Staff Responsible for Monitoring: At Risk Coordinator, Admin, Counselor</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery. Root Cause: As staff turns, Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 4.</p>
Student Learning
<p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p>
<p>Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. Root Cause: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.</p>
<p>Problem Statement 4: The HB1416 and AI timeline must begin earlier in 2023-24 to complete the hour requirement. There is a need for good tutors to help complete the tutorial requirements of either 15 or 30 hours. Root Cause: Campus teachers trained and provided the tutoring this year. However, there was not enough time to complete the 30 hour requirements and teachers had to use their own instructional time to tutor. Zundy needs to hire quality tutors to work within the instructional day.</p>
School Processes & Programs
<p>Problem Statement 1: We have inconsistent processes and programs in the classrooms. EAGLE time is not done with fidelity. Need to maximize instructional time. Root Cause: There is a need to adjust the master schedule and review the schoolwide intervention time.</p>

Goal 3: Connect high school to career and college.

Performance Objective 3: Increase the number of parents that nominate their students and apply for TAG in K-2 and 3-5 by 10% during the January 2024 enrollment nomination period.

Evaluation Data Sources: number of students nominated for TAG in the spring.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase teacher awareness about the criteria used to identify and place a student in TAG at all levels K-5.</p> <p>Strategy's Expected Result/Impact: If students qualify for TAG, they have opportunity for enriched learning that will enhance their thinking to support and progress their student achievement.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p>

Goal 4: Improve low performing schools.

Performance Objective 1: Improve Zundy's School Progress measure on the Texas School Report Card 40% on STAAR.

Evaluation Data Sources: txschools.org, STAAR results for gr. 3-5 reading and math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Zundy Leadership team will provide assist and feedback on delivery using the lessons planned by curriculum specialists for teachers in the curriculum map guides.</p> <p>Strategy's Expected Result/Impact: Teachers must write good TEK driven lesson plans to make sure they are optimizing the academic learning of each child and targeting the correct standards. District personnel will be providing those lesson plans so that teachers can concentrate on deepening the instruction of each standard.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Admin</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire tutors early in the school year to assist with intervention in math, reading and writing and provide appropriate supplemental materials to meet the academic needs of students. Tutors will be hired specifically to meet the requirements of HB1416.</p> <p>Strategy's Expected Result/Impact: .The sooner we can address those gaps the better chance we have of increasing student achievement.</p> <p>Staff Responsible for Monitoring: teachers, instructional coaches, principal</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: tutoring materials and supplies - Title 1 Part A - \$2,000, tutors - Title 1 Part A - \$16,000, - TCLAS - \$7,000, - SCE - \$6,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery. Root Cause: As staff turns, Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 4.</p>

Student Learning

Problem Statement 1: There is a large gap between high achievers and so many low achievers. **Root Cause:** The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.

Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. **Root Cause:** The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.

Problem Statement 4: The HB1416 and AI timeline must begin earlier in 2023-24 to complete the hour requirement. There is a need for good tutors to help complete the tutorial requirements of either 15 or 30 hours. **Root Cause:** Campus teachers trained and provided the tutoring this year. However, there was not enough time to complete the 30 hour requirements and teachers had to use their own instructional time to tutor. Zundy needs to hire quality tutors to work within the instructional day.







School Processes & Programs

Problem Statement 1: We have inconsistent processes and programs in the classrooms. EAGLE time is not done with fidelity. Need to maximize instructional time. **Root Cause:** There is a need to adjust the master schedule and review the schoolwide intervention time.

Goal 4: Improve low performing schools.

Performance Objective 2: Provide monthly opportunities for parents to attend school events planned both for learning opportunities or for family engagement with faculty throughout the 2023-24 school year. Student performances will help increase attendance.

Evaluation Data Sources: Sign In Sheets, Agendas, Parent Evaluations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The SBDM will consult with parents to review, revise and implement an authentic parent involvement policy that will be published on the school website. Provide information on Background Check, volunteer opportunities, and family events.</p> <p>Strategy's Expected Result/Impact: Parent involvement enhances the learning environment of each student.</p> <p>Staff Responsible for Monitoring: At Risk Coordinator; Site Based Decision Making Team, Admin, Instructional Coaches, Counselor and Faculty.</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Educational Parent Involvement opportunities will be presented by faculty members to include reading, math and science activities in which families can participate together. The Music teacher will work with different grade levels and school groups to provide entertainment.</p> <p>Strategy's Expected Result/Impact: When parents are given strategies to use at home they become more comfortable with the educational process.</p> <p>Staff Responsible for Monitoring: Admin, At Risk Coordinator, Counselor, Instructional Coaches, Teachers, SBDM</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Food, materials/ supplies/ books - Title 1 Part A - \$2,438</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a need for increased communication between staff and parents regarding academics and not just behavior. Root Cause: Many times we call parents for behavior but parents also want to know how their child is progressing academically.</p>

Goal 4: Improve low performing schools.

Performance Objective 3: Maintain student attendance at 95% or better for the 2023-24 school year.








Evaluation Data Sources: Attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility and cardio health.</p> <p>Strategy's Expected Result/Impact: Healthy students will attend school regularly.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify and Monitor students with chronic attendance issues.</p> <p>Create an incentive board by classroom for those that can arrive on time and have 100% attendance in their class.</p> <p>Reward individual perfect attendance with certificates at the end of the year and with an ATTENDance party every nine weeks.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate</p> <p>Staff Responsible for Monitoring: Counselor, Attendance Clerk, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve services for neglected, delinquent children and youth at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQs (Student Residency Questionnaire) will be submitted to the Office of State and Federal Programs at least one a month.</p> <p>Strategy's Expected Result/Impact: Improve daily attendance</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 4: Increase parent and family involvement engagement participation by 10% from 2022-2023 to 2023-24.

Evaluation Data Sources: Sign in Sheets, parent surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the number of outlets for disseminating information to parents for parent communication in multiple platforms by teachers and administrators. Use Dojo, Facebook, Twitter, Newsletters, parent notes home, podcasts</p> <p>Strategy's Expected Result/Impact: The more we communicate to parents, the better the turn out will be at parent and family events. We want to use a variety of ways to send the communication.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teacher and Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Partner with Zavala Hispanic Cultural Initiative's Amo Leer program for families to improve bilingual literacy.</p> <p>Strategy's Expected Result/Impact: Bilingual families will be the primary focus for learning how to incorporate literacy into their family life. All families will be included and invited.</p> <p>Staff Responsible for Monitoring: Bilingual Teachers, Instructional Coach, Principal</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All staff will make Sunshine Calls to parents two times a year. The first will be within the first three weeks of school and the second will be within the first three weeks of the second semester. The purpose of the calls will be positive communication with each Zundy family.</p> <p>Strategy's Expected Result/Impact: Outcome expected is a strengthened relationship between families and teachers to be able to work more closely together for each child's academic path and success.</p> <p>Staff Responsible for Monitoring: admin, instructional coach, counselor</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:






Perceptions

Problem Statement 1: There is a need for increased communication between staff and parents regarding academics and not just behavior. **Root Cause:** Many times we call parents for behavior but parents also want to know how their child is progressing academically.

Goal 4: Improve low performing schools.

Performance Objective 5: Reduce the number of discipline referrals by 50% by the end of 2023-24 school year by implementing a schoolwide discipline plan that is consistent with rules and consequences.

Evaluation Data Sources: Discipline Reports, EOY Data Evaluation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will receive training on Bullying prevention, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and violence intervention and prevention, as applicable to grade level/student. Students who receive discipline referrals will complete a reflection sheet and discuss answers with an administrator as part of a restorative discipline conference initiative.</p> <p>Strategy's Expected Result/Impact: Students who can self regulate and use coping skills are much healthier socially and emotionally and are ready to learn.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 3: Discipline rates are high throughout each grade level. Root Cause: CKH strategies were not used consistently, consequences had no effect on students,</p>

Goal 4: Improve low performing schools.

Performance Objective 6: Provide a monthly opportunity for grade level and content teachers to collaborate and meet vertically during 2023-24 school year.

Evaluation Data Sources: STAAR results, formative assessment, running records, MAP results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Schedule monthly vertical team meetings for teachers to collaborate in their own content areas.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to adjust their instruction so there is consistency in the way students are taught concept from one grade level to another.</p> <p>Staff Responsible for Monitoring: instructional coach, admin</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: materials and supplies - Title 1 Part A - \$500</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			






Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery. Root Cause: As staff turns, Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 4.</p>
Student Learning
<p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p>
School Processes & Programs
<p>Problem Statement 1: We have inconsistent processes and programs in the classrooms. EAGLE time is not done with fidelity. Need to maximize instructional time. Root Cause: There is a need to adjust the master schedule and review the schoolwide intervention time.</p>

Goal 4: Improve low performing schools.

Performance Objective 7: Students in the Hispanic, White, Economically Disadvantaged and EB/EL student groups did not meet Closing the Gaps targets in Reading in the 2022-23 school year. The campus will implement an RTI designated time (EAGLE) to identify and fill individual learning gaps. This intervention time will be defined for teachers and the MAP continuum will be used for TIER 2 and 3 groups.

Evaluation Data Sources: MAP Data will be used to track student progress.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Intervention groups will be determined at PLC meetings after data is reviewed. Tier 2 and Tier 3 data will be presented at MTSS for further review.</p> <p>Strategy's Expected Result/Impact: Focused review of data will help determine if further services are needed for each child. It will also target the specific skills needed to help each student progress.</p> <p>Staff Responsible for Monitoring: MTSS chair and committee</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p> <p>Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. Root Cause: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.</p>

State Compensatory

Budget for Zundy Elementary

Total SCE Funds: \$19,640.00

Total FTEs Funded by SCE: 2.3

Brief Description of SCE Services and/or Programs

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Personnel for Zundy Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hurd, Chanell	Aide	0.9
Partridge, Richard	Computer Reading Support	0.5
Shumate, Kathryn	Aide	0.9

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hornbeck, Carla	CSR Teacher: 3rd Grade	School Wide	.5
Partridge, Richard	Computer Reading Support	School Wide	.5
Trevino, Monica	Instructional Coach: Math	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Conference Registrations, Travel, Food/Lodge		\$7,000.00
2	2	1	Intervention materials/supplies		\$2,500.00
2	2	3			\$16,000.00
2	3	1	STEAM materials		\$5,000.00
2	4	2			\$0.00
2	6	2	Software programs		\$6,000.00
3	1	4	Supplies and Materials		\$1,000.00
3	1	4	extra duty pay		\$2,500.00
3	2	1	Accelerated Instruction material/supplies		\$2,000.00
3	2	1	Tutors		\$20,000.00
3	2	3	Books/ tutoring materials		\$2,500.00
4	1	2	tutoring materials and supplies		\$2,000.00
4	1	2	tutors		\$16,000.00
4	2	2	Food, materials/ supplies/ books		\$2,438.00
4	6	1	materials and supplies		\$500.00
Sub-Total					\$85,438.00
Budgeted Fund Source Amount					\$253,575.00
+/- Difference					\$168,137.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitute teachers		\$2,000.00
1	1	1	Supplies and Materials		\$1,000.00
1	1	2	Supplies/Material		\$250.00
2	1	1	notebooks for data binders		\$200.00
2	5	1	Bilingual Teachers		\$215,000.00
3	1	1	Printing		\$100.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Contract with Road to College program		\$6,000.00
3	2	1	1FTE - At Risk Coordinator		\$0.00
3	2	1	Covid Aides		\$40,000.00
4	1	2			\$6,000.00
Sub-Total					\$270,550.00
Budgeted Fund Source Amount					\$19,640.00
+/- Difference					-\$250,910.00
TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$6,000.00
2	2	3			\$7,000.00
4	1	2			\$7,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$12,282.61
+/- Difference					-\$7,717.39
Grand Total Budgeted					\$285,497.61
Grand Total Spent					\$375,988.00
+/- Difference					-\$90,490.39

Addendums

2022-23 Title I Campus Budget

Zundy Elementary Rebecca Hernandez

Estimated 2022-23 Title I Budget Allocation: **\$253,575**

Estimated Discretionary Funds: **\$35,715**

Account Code									
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	131	3	30	000		Substitutes
211	11	6118	67	131	3	30	000	\$15,000	Tutoring
211	11	6118	00	131	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	131	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	131	3	30	000	\$217,860	Teacher Salaries, Stipends & Benefits
211	11	6129	00	131	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	131	3	30	000		Region Esc Services
211	11	6248	00	131	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	131	3	30	000	\$5,000	On-line services/Maint agreements
211	34	6294	67	131	3	30	000		Student busing for tutorials
211	11	6297	00	131	3	30	000		Printing
211	11	6299	00	131	3	30	000		Contracted Services - For Students
211	13	6299	00	131	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	131	3	30	000		Instructional Reading materials/books
211	11	6339	00	131	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	131	3	30	000		Technology
211	11	6396	00	131	3	30	000	\$15,165	Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	131	3	30	000		Software/Licenses
211	11	6399	00	131	3	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	108	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	108	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$253,575	
Remaining Funds to Allocate:								\$0	
Parent & Family Engagement (PFE):									
211	61	6239	00	131	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	131	3	30	215		PFE Contracted Services
211	61	6297	00	131	3	30	215		PFE Printing
211	61	6399	00	131	3	30	215	\$1,682	PFE Supplies
211	61	6411	00	131	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	131	3	30	215	\$500	PFE Snacks
TOTALS								\$2,182	
Remaining Funds to Allocate:								\$0	

