

Dallas Independent School District
260 Lorenzo De Zavala Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

LDZ's mission is to foster a "kids-first" environment through a social and emotional learning platform which includes differentiated high-quality instruction that develops the child and prepares them for a productive future.

Vision

LDZ's vision is to produce creative and critical thinkers with a skill set to thrive within an ever-changing global society.

Core Beliefs

Unity
Respect
Kids First
Perseverance
Proactiveness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data Sources Used: School profile, 2022-2023 Data Packet, MyDataPortal

Demographics:

De Zavala is a school in the Pinkston Feeder Pattern in West Dallas serving students from PreK3 through 6th grade. It currently has 441 students, as of June 2023, which is stagnant in enrollment from last school year, 444 students. The campus is primarily made up of low socioeconomic students that are predominately Hispanic.

The campus has a Montessori bilingual and general education track (PreK3-2nd). The rest of the campus is a traditional educational track. This is the fifth year that De Zavala has housed 6th grade students.

De Zavala has strong ties to the community and neighborhood. It is attached to Anita Martinez Recreation Center which provides the gymnasium for the school.

Overall, De Zavala is a neighborhood school that services diverse families throughout the Dallas Metroplex.

Grade Span: PreK3-6th grade

Enrollment Size: 2020: 441

Breakdown by ethnicity:

- 1.1% White
- 5% AA
- 0% AI
- 0.5% Multi Race
- 93.4% Hispanic

- 50.9% Male
- 49.1% Female
- 13.4% Sped
- 18.4% TAG
- 96.4% EconDis
- 69.6% At Risk
- 60.1% LEP

Demographics Strengths

Demographics:

Strengths:

New housing and apartments being built in the area have lead to changes in demographics, however, De Zavala has been able to retain enrollment with little to no deviation. This retention in enrollment is thought to be attributed to teacher-to-student and teacher-to-parent relationships which appeal to our ever-changing community. The staff of De Zavala is made up of 20% African American teachers, 65.7% Hispanic teachers, 11.4% White teachers and 2.9% "other". The ethnic makeup of the staff is relatable for students, parents and the community and aids in fostering partnerships. Additionally, the restructuring of the PTO programs have strengthened De Zavala's realtionships with the community as evident by increased attendance to PTOs and school events.

- Retention of enrollment despite gentrification
- Diversity of staff
- Increased attendance to PTOs and school events
- Identification of Special Education Students

Weaknesses:

De Zavala's demographics are similar to the surrounding communities and campuses. The population is predominantly Hispanic with 13.4% of students identified as Special Education. The vast majority of the population being hispanic can be seen as a weakness as students lack exposure to other cultures. With the new housing and apartments being built, the demographics could shift within the next few years. This is an area of opportunity for our campus which can be addressed through creation of a multicultural committee and intentional opportunities created by our diverse staff to expose and integrate our students to different cultures.

- Students lack exposure to other cultures
- Special Education not making adequate progress

Opportunities:

A strength at De Zavala is identification of special education students. Based on testing data, a weakness at De Zavala is that the SPED population is not making adequate academic progress. With an increasing special education population, there is a need for hands-on, targeted support for individual students as well as professional development and tracking of IEP implementation to accommodate increasing academic demands.

- Creation of Multicultural Committee and opportunities for exposure to other cultures
- Need for hands-on, targeted support for SPED students and professional development and tracking of IEP implementation

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band. **Root Cause:** SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.

Student Learning

Student Learning Summary

Data Source: 2021-2022 STAAR, district benchmarks, campus reading levels

Lorenzo de Zavala was negatively impacted by the 2019-2021 Covid 19 Pandemic. Due to low attendance, delayed or no internet, and hybrid learning adaptability, De Zavala went from a 2019-2020 state accountability rating of "C" to a state accountability rating of an "F" in 2020-2021. In 2021-2022 academics began stabilizing after the pandemic and De Zavala earned a state accountability rating of a "B". Based on the results of the 2022-2023 STAAR, our state accountability rating is projected to be a "B" with a letter grade of "B" in Domain 2 A & B.

Lorenzo De Zavala has shown significant progress in academics following the COVID 19 pandemic. Historically math has always outperformed the reading but in the Spring 2022 administration of STAAR the contents balanced out with a Domain 1 of a 73 C in reading and a Domain 1 of a 72 C in math. In the 2021-2022 school year De Zavala began implementation of several initiatives which have yielded great results in bringing De Zavala to it's current "B" accountability rating through Domain 2. Such initiatives include blended learning, playlists, small group instruction, guided reading instruction, goal setting, campus data trackers, class data trackers and individual student TEKS trackers. These initiatives have continued through the 2022-2023 school year.

A big success for post-pandemic De Zavala is the increased number of students above approaches in STAAR. From the Spring 2019 to the Spring 2022 STAAR administrations we have seen an increased number of students reaching mastery achievement bands. In 2018-2019 6th grade was added to De Zavala, however, the Spring 2022 administration was the first STAAR data point with 6th grade being included. 6th grade has historically lacked in "meets" and "masters" achievement bands which could have been severely impacted by top performing students leaving for charters, academies and charters as well as a high turn over rate of 6th grade teachers which impacts grade level stability and teacher proficiency.

The data shows De Zavala can grow students academically. The next step for De Zavala is to achieve a Domain 1 of a B. To do this De Zavala will continue to implement campus wide initiatives with fidelity. De Zavala has significantly improved teacher retention in the past year but 6th grade will once again have a turnover. It is crucial to stabilize the grade level with content and grade level experts. Additionally De Zavala will stabilize the Special Education population as data has shown that only 20% of all SPED STAAR assessments yielded at least in the "approaches" achievement band. Stabilizing the SPED department will require alignment between special education teachers and classroom teachers, faithful implementation of the students' IEPs and strategic planning of use of supplemental aids and math manipulatives.

In the 2022-2023 school year, lower grade area of focus was in developing teacher proficiency in small group reading instruction. Based on a three year trend, De Zavala has historically produced 50% or less readers using the measure of district and campus reading levels. Due to the pandemic during the 2019-2020 year, De Zavala regressed 14% in reading levels whereas the previous year 2021-2022 we had 30% of students reading on or above level at the end of the school year. In the 2022-2023 school year we saw a 27% increase and had 57% of the K-2nd grade students reading on or above level. To

mitigate the learning loss we will continue to monitor reading levels every six weeks including data meetings to create and monitor the implementation of student-focused action plans. Interventionists will be supporting kinder through 2nd grade to ensure that students are making adequate progress. Additionally, we will begin progress monitoring 3rd-6th grade reading levels through the use of Star Diagnostic assessments and MAP Reading data.

Pre-Pandemic Data **Note: Pre-Pandemic data does not include 6th grade**

Spring 18' Administration - 2018-2019 overall 76 C, student achievement 72 C, academic progress 59 F, school relative progress 82 F, and closing the gaps 65 D.

1st Post-Pandemic Data

Spring 22' Administration - 2022-2023 overall B 81, student achievement 72 C, academic progress 86 B, school relative progress 81 B, and closing the gaps 72 C.

Student Learning Strengths

Strengths:

- Domain 1 overall increased from an F to a B
- Domain 2 is a B
- Student data tracking
- Student goal setting and incentives

Weaknesses:

- Domain 1 3rd grade Math and Reading
- Domain 2 4th grade Math and Reading
- Domain 1 5th grade Science
- Special populations in "meets" category for math STAAR

Opportunities:

- 3rd Grade reading and math achievement
- 4th grade math achievement
- 5th grade science achievement
- Special populations in "meets" category for reading STAAR
- Tutoring, small group intervention, eagle eye huddles

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd and 4th grade math and reading are consistently low in Domain 1 on STAAR assessments. **Root Cause:** These 3rd and 4th grade cohorts have lacked stability in the lower grades due to teacher vacancies.

Problem Statement 2 (Prioritized): Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth. **Root Cause:** Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.

School Processes & Programs

School Processes & Programs Summary

Data Sources: 22-23 Data Packet, Common Assessments, STAAR, 22-23 Fall School Campus Climate Survey, HCM Position Summary Report

Curriculum, Instruction & Assessment:

In the previous year, the focus has been on data processes and systems. This school year our focus was strengthening those processes and systems along with our 21-22 initiatives with our returning teachers and begin implementation with teachers new to our campus. We had 6 teachers new to our campus that were new to their grade level and or content so much of our support was focused on lesson planning and content knowledge. In the 2023-2024 school year we will continue to focus on strengthening 21-22 initiatives with emphasis on individual student TEKS tracking and data driven instruction.

School Context & Organization:

A major change this school year was the focus of our weekly PLCs during the first semester. After identifying campus trends we focused our PLCs on TEI Domains 2.3 and 2.4 to build proficiency in planning and best practices which supported first good instruction. Teachers were given the opportunity to make changes to their lesson plans during these meetings to embed best practices for seamless delivery and effectiveness. The second semester our focus was targeting instruction through look forward and look back meetings to plan strategically so that we were meeting the needs of individual students. De Zavala has shown significant growth in the climate and culture survey which demonstrated that teachers are satisfied with the quality of the professional development offered on campus and that there is a high teacher-principal trust which has resulted in high teacher buy in and implementation of campus initiatives. Teachers are given opportunities to grow in leadership skills through creation and delivery of professional developments. Additionally De Zavala has established a strong, outspoken leadership team through which we plan and disseminate information.

Technology & Innovation:

Lorenzo De Zavala elementary is in its fifth year of being an innovation school. We offer a Montessori education from kindergarten to second grade. We will be expanding this instructional practice through small group and differentiation practices. Beginning in the 21-22 school year, in an effort to create vertical alignment, we implemented the "playlist" initiative which comes from montessori roots blended with data driven instruction.

Another way we are striving to innovate for the benefit of our students in in our investment in technology. We have ordered Promethium boards for the special education department to aid in the delivery of lessons. Currently our campus has one-to-one technology for students with PreK through 2nd having ipads and 3rd through 6th having chrome books. For the 23-24 school year 2nd grade will shift to chrome books which will allow them exposure and proficiency in lap top usage before reaching the third grade.

Staff Quality, Recruitment, Retention:

Our organization consists of one principal and one assistant principal for the 2023-2024 school year. We will have two demo teachers, two interventionists and thirty one teachers, including two special education teachers and one behavior unit teacher. We also have nine teacher assistants on our staff. This year there are five new members to the staff otherwise, most staff has been here five or more years.

School Processes & Programs Strengths

Curriculum, Instruction & Assessment:

Strengths:

- Effective data tracking systems
- Aligned instructional practices in 3rd - 6th grade math
- Aligned instructional practices in 4th - 5th grade reading
- Hands on instruction
- Tracking growth in kinder through 2nd grade through reading levels
- Playlist implementation across all grade levels

Weaknesses:

- Lack of consistency in 6th grade team, annual turnover
- 3rd and 6th grade teacher content knowledge
- Reading teachers teaching reading and writing simultaneously
- Students lack exposure to constructed responses
- Alignment in district's 6th grade instructional planning calendar and Power DOLs

Needs:

- Alignment in 3rd-6th Science
- Strong cross-curricular implementation of writing plan and constructed response strategy
- Planning support to embed constructed responses seamlessly in lesson plans

School Context & Organization:

Strengths:

- Shared leadership
- Data tracking

- Pro-active counselor
- Professional Development & PLCs based on campus trends

Weaknesses:

- Tracking the College & Career Readiness for each student and campus-wide
- Teacher turnover
- 6th grade team has a high teacher turn over rate
- 3rd grade teachers need intensive content support

Needs:

- Hiring & retention of high quality educators
- Individualized PLCs based on teacher proficiency levels

Technology & Innovation:

Strengths:

- One-to-one technology
- Big screen in every classroom

Weaknesses:

- Broken devices and chargers
- Lack of one-to-one student headphones
- No document cameras
- iPad charger shortage / faultiness

Needs:

- One-to-one headphones with microphones
- Document cameras per teacher
- Alignment in use of technology resources

Staff Quality, Recruitment, Retention:

Strengths:

- New Teacher Mentor Committee
- Celebration/Recognition Meetings
- Surveys/Choice Forms
- Support Action plans by administration and instructional coaches
- Informal & Formal Observation/Feedback Cycles
- Interview Panel & Protocol

Weaknesses

- 10 new staff members
- teacher burn out
- teacher turnover

Needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. **Root Cause:** We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.

Perceptions

Perceptions Summary

Source: Parent Survey, Student Survey & Climate Survey

The fall staff campus climate and culture survey has demonstrated significant gains reflective of the initiatives throughout the school year. The fall 22' administration revealed that teachers are satisfied with the direction our school is headed, the professional development opportunities and the trust they have in the principal. According to teacher input an area of opportunity continues to be in communication so solidifying communication systems within our staff will be something to continue for the 23-24 school year.

Our biggest area of weakness lies in student preception percentages although De Zavala still fell within the 80th and 99th percentile in three of five categories of Pedagogical Effectiveness, Teacher Student Relationships and Engagement. Our areas of opportunity are in rigorous expectations and classroom climate. 2022-2023 marked Year 1 of Leader In Me implementation. This was a soft roll out which we plan to enhance for the 23-24 school year through the addition of a Student Lighthouse Committee and emphasis of Habits through campus-wide chants and hand signals. The success of this initiative will require monitoring that the program is being implemented with fidelity across the entire campus.

Additionally, De Zavala would greatly benefit from an increase in parent involvement. Currently we have a parent center, however, we do not have volunteers. For the 23-24 school year we plan to have a parent volunteer per class and begin tracking volunteer hours for to prioritize in events such as field trips.

Perceptions Strengths

Strengths:

- Cohesive administrative team
- Strong leadership team advocating for students and staff
- Communication with parents and community through Class Dojo
- Administration involvement in discipline

Weaknesses:

- Communication within campus to staff
- Using teacher assistants for duty hinders PreK program
- Fidelity to Leader In Me program
- Parent/community engagement
- Parent preception on bullying on campus

Needs:

- Parent and student training on differentiating bullying from arguing
- Streamline to one form of communication for staff
- Volunteers

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of school, community, parent collaboration. **Root Cause:** Low school and PTO outreach for parent involvement.

Problem Statement 2: Lack of teacher retention and turnover, staff culture continues to be at a foundational stage. **Root Cause:** Due to campus attrition, teachers are not able to develop adequate teacher-to-teacher trust.

Problem Statement 3 (Prioritized): Staff having a lack of knowledge and training on how to resolve certain situations coming from 6th. **Root Cause:** Having a 6th grade students on an elementary campus brings situations that affect and expose lower grade students to developmentally inappropriate topics.

Priority Problem Statements

Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band.

Root Cause 1: SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth.

Root Cause 2: Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of school, community, parent collaboration.

Root Cause 3: Low school and PTO outreach for parent involvement.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences.

Root Cause 4: We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 3rd and 4th grade math and reading are consistently low in Domain 1 on STAAR assessments.

Root Cause 5: These 3rd and 4th grade cohorts have lacked stability in the lower grades due to teacher vacancies.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Staff having a lack of knowledge and training on how to resolve certain situations coming from 6th.

Root Cause 6: Having a 6th grade students on an elementary campus brings situations that affect and expose lower grade students to developmentally inappropriate topics.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Male / Female performance, progress, 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 1: GPM 1.1: Student achievement on District ACP assessments in reading and math using the projected Domain 1 calculation will increase from 31% to 41% by middle of the year 2023-2024.

High Priority

Evaluation Data Sources: District Assessments, 2023 STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Leaders will continue to provide 3rd-6th grade teachers with professional development on data collection, data tracking and data driven instruction through participation in tri-weekly data meetings. Strategy's Expected Result/Impact: Data-driven and targeted instruction. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: training on data and goal setting - 211 - Title I, Part A - 211-13-6299-2T-260-2-30 - \$2,000	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Leaders will provide PreK-2nd grade teachers with professional development on data collection, data tracking and data driven instruction through participation in monthly data meetings. Strategy's Expected Result/Impact: Data-driven and targeted instruction, increased student performance in reading levels. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches.	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 1 Problem Statements:

Demographics

Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band. **Root Cause:** SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.

Student Learning

Problem Statement 1: 3rd and 4th grade math and reading are consistently low in Domain 1 on STAAR assessments. **Root Cause:** These 3rd and 4th grade cohorts have lacked stability in the lower grades due to teacher vacancies.





Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details		Formative Reviews		
Strategy 1: Leaders will provide all teachers with professional development on small group instruction/interventions that are based on data. Strategy's Expected Result/Impact: Small group instruction/interventions will be more structured, vertically aligned, and data-driven. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: - 211 - Title I, Part A - 211-13-6299-2T-260-2-30 - \$5,000		Formative		
		Oct	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Leaders will provide teachers with professional development on Kagan Cooperative Learning strategies to increase enagement in all grade levels and across all contents. Strategy's Expected Result/Impact: More student engagement in all classrooms. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - School Processes & Programs 1 Funding Sources: Professional Development - 282 - ESSER III (ARP) - \$5,000		Formative		
		Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Leaders will provide teachers with the technology needed and professional development on the cross-curricular campus writing plan to increase achievement on constructed responses. Strategy's Expected Result/Impact: Increased achievement on constructed response items on district and state assessments. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches. Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: Resources/Materials - 282 - ESSER III (ARP) - \$5,000	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective/Campus Goal 2 Problem Statements:

Demographics
Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band. Root Cause: SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.
Student Learning
Problem Statement 2: Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth. Root Cause: Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.
School Processes & Programs
Problem Statement 1: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. Root Cause: We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 29.3% to 46% by middle of year 2024-25.

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in 3-6 will continue to goal-set with students for their district/state assessment goals and K-2 will continue to goal-set with their students for reading level goals/math fluency goals. Strategy's Expected Result/Impact: Goal-setting will increase student autonomy for students to be fluent in their own progress monitoring. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches, and classroom teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: online curriculum - 282 - ESSER III (ARP) - \$10,000	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Leaders will provide teachers and students with incentives/assemblies to celebrate students reaching their goals. Strategy's Expected Result/Impact: Increased student motivation. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches, and classroom teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: Motivational Material: prizez - 211 - Title I, Part A - \$5,000	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 3 Problem Statements:

Demographics

Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band. **Root Cause:** SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.

Student Learning

Problem Statement 1: 3rd and 4th grade math and reading are consistently low in Domain 1 on STAAR assessments. **Root Cause:** These 3rd and 4th grade cohorts have lacked stability in the lower grades due to teacher vacancies.

Problem Statement 2: Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth. **Root Cause:** Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.

School Processes & Programs





Problem Statement 1: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. **Root Cause:** We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 1: GPM 2.1: Student achievement in grade 3 will reach a 15% 'Meets' on ACP Reading and 40% 'Meets' by STAAR Reading 2024.

High Priority

Evaluation Data Sources: Student Assessment (ACP)

Strategy 1 Details	Formative Reviews		
Strategy 1: With the use of programs such as All In Learning, Sirius, IXL, Reading A-Z, Renaissance Learning, and I-Station, teachers will be trained on how to use data to create playlists in 3-6 that support individualized reading instruction. Strategy's Expected Result/Impact: Increased performance on reading instruction. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: online curriculum websites - 211 - Title I, Part A - \$35,000	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: With the use of programs such as Reading A-Z, I-Station, Accelerated Reader, Lee Lee, and IXL, teachers will be trained on how to use data to create playlists in K-2 that support individualized instruction. Strategy's Expected Result/Impact: Increase students' reading levels and comprehension in K-2. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: training materials - 211 - Title I, Part A - \$2,000	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 1 Problem Statements:

Demographics

Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band. **Root Cause:** SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.

Student Learning

Problem Statement 1: 3rd and 4th grade math and reading are consistently low in Domain 1 on STAAR assessments. **Root Cause:** These 3rd and 4th grade cohorts have lacked stability in the lower grades due to teacher vacancies.

School Processes & Programs





Problem Statement 1: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. **Root Cause:** We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 2: GPM 2.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 32.8% to 40% by 2024-25.

High Priority





Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use multiple response and engagement strategies such as Kagan Cooperative Learning in their classrooms to increase student engagement during reading instruction. Strategy's Expected Result/Impact: Increased student engagement during reading instruction. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches, and teachers that attended the Kagan training.	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use graphic organizers such as Thinking Maps to support metacognition during reading instruction. Strategy's Expected Result/Impact: Increased rigor and student comprehension of reading objectives. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches, and teachers that attend the Thinking Maps training.	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will provide required technology needed to include daily opportunities in their lesson plans for students to practice typing short constructed responses and extended constructed responses. Strategy's Expected Result/Impact: Increased achievement on constructed response items on district and state assessments. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches.	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 3: GPM2.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 29% to 37% by 2024-25.

High Priority





Strategy 1 Details	Formative Reviews		
Strategy 1: 3rd grade reading will continue to goal set with students for their district/state assessment goals. Strategy's Expected Result/Impact: Goal-setting will increase student autonomy for students to be fluent in their own progress monitoring. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches.	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Leaders will provide incentives to teachers and students to celebrate AR Points. Readers of the Month, reading levels, and reaching assessment goals, Strategy's Expected Result/Impact: Increased student motivation to read books of their choice from the library. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches, and teacher assistant in the library.	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 1: GPM 3.1: Student achievement in grade 3 math will reach a 10% 'Meets' on ACP Math and 40% 'Meets' 1 by STAAR Math 2024.

High Priority

Evaluation Data Sources: District Assessment (ACP)

Strategy 1 Details	Formative Reviews		
Strategy 1: With the use of math manipulatives and programs such as All In Learning, Sirius, IXL, iReady, and Progress Learning, teachers will be trained on how to use data to create playlists in 3-6 that support individualized math instruction. Strategy's Expected Result/Impact: Increased student performance during math instruction. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1 Funding Sources: Montessori manipulatives/resources - 211 - Title I, Part A - \$7,000	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: With the use of programs such as iStation, IXL. teachers will be trained on how to use data to create playlists in K-2 that support math fact fluency and individualized instruction. Strategy's Expected Result/Impact: Increased math fact fluency in K-2. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1, 2	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 1 Problem Statements:

Demographics

Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band. **Root Cause:** SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.

Student Learning

Problem Statement 1: 3rd and 4th grade math and reading are consistently low in Domain 1 on STAAR assessments. **Root Cause:** These 3rd and 4th grade cohorts have lacked stability in the lower grades due to teacher vacancies.

Problem Statement 2: Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth. **Root Cause:** Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.

School Processes & Programs

Problem Statement 1: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. **Root Cause:** We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 2: GPM 3.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 22% to 40% by 2024-2025.

High Priority
Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use multiple response and engagement strategies such as Kagan Cooperative Learning in their classrooms to increase student engagement during math instruction. Strategy's Expected Result/Impact: Increased student engagement during math instruction. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 2	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use graphic organizers such as Thinking Maps to support metacognition during math instruction. Strategy's Expected Result/Impact: Increased rigor and student comprehension of math objectives. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches.	Formative		
	Oct	Feb	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div></div><div>Continue/Modify</div></div> <div><div></div><div>Discontinue</div></div>			

Performance Objective/Campus Goal 2 Problem Statements:

Demographics
Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band. Root Cause: SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.





Student Learning

Problem Statement 2: Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth. **Root Cause:** Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 3: GPM 3.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 32% to 40% by 2024-25.

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: 3rd grade math will continue to goal-set with students for their district/state math assessment goals. Strategy's Expected Result/Impact: Goal-setting will increase student autonomy for students to be fluent in their own progress monitoring. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Leaders will provide incentives to teachers and students to celebrate math fact fluency and reaching assessment goals. Strategy's Expected Result/Impact: Increased student motivation to reach assessment goals Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. **Root Cause:** We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 1: GPM 4.1: Student achievement in grade 6 for Domain 1 will reach a score of 30% by ACP exams and a score of 38% by STAAR 2023

High Priority

Evaluation Data Sources: Student Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: With the use of programs such as All In Learning, Sirius, IXL, iReady, and Progress Learning, teachers will be trained on how to use data to create playlists in 3-6 that support individualized math instruction. Strategy's Expected Result/Impact: Activities will be student-centered and more individualized for each student. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches.	Formative		
	Oct	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			





Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 2: GPM 4.2: African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will increase from 28% to 44% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use multiple response and engagement strategies such as Kagan Cooperative Learning in their classrooms to increase student engagement during instruction. Strategy's Expected Result/Impact: Increased student engagement and participation in 6th grade classes. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1, 2	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use graphic organizers such as Thinking Maps to support metacognition during instruction. Strategy's Expected Result/Impact: Increase the rigor of the lessons and increase student comprehension on 6th grade objectives. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will provide required technology needed to include daily opportunities in their lesson plans for students to practice typing short constructed responses and extended constructed responses. Strategy's Expected Result/Impact: Increased scores on constructed responses Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will be trained in Harassment and Dating Violence and Drug and Violence prevention along with Suicide prevention, conflict resolution, violence prevention and intervention as well as bullying. Strategy's Expected Result/Impact: To engage in drug and violence prevention including any type of harassment and/or dating violence Staff Responsible for Monitoring: Teachers, counselor, administrators Problem Statements: Perceptions 3	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 2 Problem Statements:

Demographics
Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring 22' administration demonstrated only 20% of SPED STAAR assessments were at least at the "approaches" achievement band. Root Cause: SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.
Student Learning
Problem Statement 1: 3rd and 4th grade math and reading are consistently low in Domain 1 on STAAR assessments. Root Cause: These 3rd and 4th grade cohorts have lacked stability in the lower grades due to teacher vacancies. Problem Statement 2: Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth. Root Cause: Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.





School Processes & Programs
Problem Statement 1: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. Root Cause: We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.
Perceptions
Problem Statement 3: Staff having a lack of knowledge and training on how to resolve certain situations coming from 6th. Root Cause: Having a 6th grade students on an elementary campus brings situations that affect and expose lower grade students to developmentally inappropriate topics.

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 3: GPM 4.3: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will increase from, 30.7% to 39% by middle of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in 6th grade will continue to goal-set with students for their district/state assessment goals. Strategy's Expected Result/Impact: Goal-setting will increase student autonomy for students to be fluent in their own progress monitoring. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Leaders will provide incentives to teachers and students to celebrate when students reach their assessment goals. Strategy's Expected Result/Impact: Increased student motivation to meet their goals on their district and state assessments. Staff Responsible for Monitoring: Principal, assistant principal, and demo coaches. Title I: 2.4, 2.5, 2.6 Funding Sources: incentives as motivation - 199 - General Operating - \$6,000	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 3 Problem Statements:

Student Learning
Problem Statement 2: Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth. Root Cause: Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.

School Processes & Programs





Problem Statement 1: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. **Root Cause:** We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 1: GPM 5.1: The percent of students who pass two or more ACP assessments will increase from 45% (22-23 ACP) to 50% by the 2023-2024 ACP.

High Priority

Evaluation Data Sources: Student Assessments (ACP)

Strategy 1 Details	Formative Reviews		
Strategy 1: Leaders and teachers will develop and implement a campus-wide tutoring plan for all students including advanced, at risk, special education, and english learners in order to advance and mitigate learning loss. Strategy's Expected Result/Impact: Increase in students receiving needed interventions. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Funding for tutoring - 199 - General Operating - \$8,000	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher assistants will be trained to support Kinder through 2nd grades through after school tutoring focused on improving reading levels through guided reading groups. Strategy's Expected Result/Impact: Improvement in reading levels and reading foundations in the K-2nd grade. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Compensation for tutoring - 211 - Title I, Part A - \$2,000	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning

Problem Statement 1: 3rd and 4th grade math and reading are consistently low in Domain 1 on STAAR assessments. **Root Cause:** These 3rd and 4th grade cohorts have lacked stability in the lower grades due to teacher vacancies.

Problem Statement 2: Student achievement at the "meets" and "masters" levels have been relatively stagnant at the campus level and can have more growth. **Root Cause:** Based on the 2022 STAAR, 71% of students performed at the 'Approaches' level, 40% at 'Meets', and 19% at Masters. Our focus needs to shift to moving students into the 'Meets' and 'Masters' categories.

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)





*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 1: 95% of campus students and staff will participate in a campus extracurricular activity by Fall 2022 and 100% by Spring 2023.

Evaluation Data Sources: Clubs platform.

Strategy 1 Details	Formative Reviews		
Strategy 1: Leaders & teachers will develop and facilitate campus wide extracurricular clubs such as Leader In Me 'Light House' Student Committee throughout the year based on student interests. Strategy's Expected Result/Impact: More student and family engagement opportunities. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches, Lighthouse Committee. Title I: 4.1, 4.2 Problem Statements: Perceptions 1	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will provide students the opportunity to explore different clubs each semester. Strategy's Expected Result/Impact: More choices for students to participate in. Staff Responsible for Monitoring: Principal, assistant principal, demo coaches, and Clubs coordinator. Title I: 4.1, 4.2 Problem Statements: Perceptions 1	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will be trained on suicide prevention, conflict resolution, violence prevention and intervention as well as bullying. Strategy's Expected Result/Impact: Not to engage in bullying and other drug and violence situations Staff Responsible for Monitoring: Counselor, teacher admin Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Oct	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective/Campus Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Missed opportunities for vertical alignment across the campus. More time to meet vertically would benefit all teachers by creating a unified alignment to work toward the same goal, increase student achievement, and learning experiences. Root Cause: We need to make time to plan the Vertical PLCs into the school calendar and follow through with these dates.
Perceptions
Problem Statement 1: Lack of school, community, parent collaboration. Root Cause: Low school and PTO outreach for parent involvement.





Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)

*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 2: Campus will provide 4 out of 5 categories of extracurricular opportunities with a variety of options which include; athletics, academic, visual & performing arts, service & leadership, and avocation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will develop a survey to help students enroll in an extracurricular activity of their choice allowing them to participate in at least one extracurricular activity. Strategy's Expected Result/Impact: We will collect useful data about student perceptions about extracurriculars and clubs. Staff Responsible for Monitoring: Principal, assistant principal, demo teachers, and Clubs coordinator. Title I: 4.1, 4.2 Problem Statements: Perceptions 1	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will have a survey early in the year for teachers pick their top choice of an extracurricular activity sponsorship. Strategy's Expected Result/Impact: More staff participation in leading campus extracurricular clubs. Staff Responsible for Monitoring: Principal, assistant principal, demo teachers, and Clubs coordinator. Title I: 4.1, 4.2 Problem Statements: Perceptions 1	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective/Campus Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Lack of school, community, parent collaboration. Root Cause: Low school and PTO outreach for parent involvement.

Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 1: Campus leaders and staff will organize and host 3 family engagement activities per semester.

Evaluation Data Sources: Sign in sheets.

Strategy 1 Details	Formative Reviews		
Strategy 1: Leaders will schedule PTO events and involvement activities that are student and parent centered in order to build parent and community trust and communication, such as Renaissance night and Cinco De Mayo Registration Party. Strategy's Expected Result/Impact: More family and community engagement. Staff Responsible for Monitoring: Principal, assistant principal, demo teachers, parent instructor, and PTO coordinator. Title I: 4.1, 4.2 Problem Statements: Perceptions 1 Funding Sources: Branding Materials - 211 - Title I, Part A - \$3,000	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective/Campus Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of school, community, parent collaboration. Root Cause: Low school and PTO outreach for parent involvement.

Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 2: The campus will establish strong parent engagement, communication and collect feedback through a variety of strategies such as apps, social media, newsletters, and surveys.

Evaluation Data Sources: Online records of number of viewers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent instructor provide 2 parent education sessions each semester at different times of day. Strategy's Expected Result/Impact: Increased opportunities for family engagement. Staff Responsible for Monitoring: Principal, assistant principal, demo teachers, parent instructor, and PTO coordinator. Title I: 4.1, 4.2 Problem Statements: Perceptions 1	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Principal will host 5 coffee with the principal events at varying times of the day to gather parent feedback and inform parents of CIP progress. Strategy's Expected Result/Impact: More opportunities for the principal to meet with families and community stakeholders. Staff Responsible for Monitoring: Principal, assistant principal, demo teachers, parent instructor, and PTO coordinator.	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Leaders will develop surveys to measure communication between stakeholders and collect feedback after parent engagement activities. Strategy's Expected Result/Impact: Data will help monitor and improve communication throughout the school year. Staff Responsible for Monitoring: Principal, assistant principal, demo teachers, parent instructor, and PTO coordinator. Title I: 4.1, 4.2 Problem Statements: Perceptions 1	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective/Campus Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Lack of school, community, parent collaboration. Root Cause: Low school and PTO outreach for parent involvement.

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Melissa Gonzalez	Principal
Administrator	Dani Grimaldo	Assistant principal
Classroom Teacher	Claudia Vela	prek montessori teacher
Classroom Teacher	Jerica Douglas	5th grade ESL teacher
Classroom Teacher	Olivia Guzman	4th grade bilingual teacher
Support Staff	Michelle Casto	Counselor
Classroom Teacher	Jesus Loera	4th grade reading
Classroom Teacher	Bianca Duenas	first grade teacher
Classroom Teacher	Luis Delgadillo	prek binlugal teacher
Classroom Teacher	Rosalina Mendez	1-2 montessori teacher
Classroom Teacher	Jerilyn Moffitt	art teacher
Classroom Teacher	Tania Rivera	2nd grade teacher
Classroom Teacher	Juana Gonzalez	kinder bilingual teacher
Classroom Teacher	Jose Parra	3rd grade bilingual teacher
Classroom Teacher	Jannet Mata	5th grade bilingual teacher
Paraprofessional	Daisy Saavedra	Parent Instructor

Site-Based Decision Making Committee

Committee Role	Name	Position
Support Staff	Yesenia CervantesPerla	Office Manager
Administrator	Melissa Gonzalez	Principal
Paraprofessional	Daisy Saavedra	Parent Instructor
Parent	Antonia Coria	parent
Parent	Elias Florido	parent
Parent	Maricela Ibarra	parent
Parent	Luna Llena	parent
Parent	Lupita Lopez	parent
Parent	Manuela Lopez	parent
Parent	Liz Martinez	parent
Parent	Yunuem Reyes	parent
Parent	Carolina Vielman	parent
Business Representative	Danny Lazo	Lazo Custom Design Owner
Community Representative	Adrian Ybarra	Community Member Anita Martinez

Parent Committee 2023-2024

Committee Role	Name	Position
Administrator	Melissa Gonzalez	Principal
Paraprofessional	Daisy Saavedra	Parent Instructor
Support Staff	Yesenia CervantesPerla	Office Manager
Business Representative	Daniel Lazo	Lazo Custom Design Owner
Community Representative	Adrian Ybarra	Community Member Anita Martinez
Parent	Vanessa Basoria	parent
Parent	Matthew Botello	parent
Parent	Lincy Leiva	parent
Parent	Jasmine Lopez	parent
Parent	Lupita Lopez	parent
Parent	Daisy Mariscal	parent
Parent	Sergio Pinol	parent
Parent	Lucrecia Toj	parent
Parent	Carolina Vielman	parent

Parent CIP 2023-2024

Committee Role	Name	Position
Parent	Dora Esquivel	parent
Parent	Esmeralda Morales	parent
Parent	Antonia Barrientos	parent
Parent	Cristina Lopez	parent
Parent	Eddie hernandez	parent
Parent	Flora Hernandez	parent
Parent	Lucia Reyes	parent
Classroom Teacher	Rosalina Mendez	parent
Parent	Angie Tirado	parent
Parent	Elias Florido	parent
Parent	Daisy Mariscal	parent
Paraprofessional	Daisy Saavedra	Parent Instructor
Support Staff	Yesenia CervantesPerla	Office Manager
Administrator	Melissa Gonzalez	principal
Parent	Maria Lopez	parent
Parent	Iris Roca Alvarez	parent
Parent	Stacy Martinez	parent
Parent	Brenda Wynn	parent
Parent	Mary Sandoval	parent
Parent	Olga Quinonez	parent
Parent	Gladis Gomez	parent
Parent	Karina Torrez	parent
Parent	Catalina Cabrera	parent

Campus Funding Summary

199 - General Operating					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
4	3	2	incentives as motivation		\$6,000.00
5	1	1	Funding for tutoring		\$8,000.00
Sub-Total					\$14,000.00
Budgeted Fund Source Amount					\$14,000.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	training on data and goal setting	211-13-6299-2T-260-2-30	\$2,000.00
1	2	1		211-13-6299-2T-260-2-30	\$5,000.00
1	3	2	Motivational Material: prizez		\$5,000.00
2	1	1	online curriculum websites		\$35,000.00
2	1	2	training materials		\$2,000.00
3	1	1	Montessori manipulatives/resources		\$7,000.00
5	1	2	Compensation for tutoring		\$2,000.00
7	1	1	Branding Materials		\$3,000.00
Sub-Total					\$61,000.00
Budgeted Fund Source Amount					\$61,000.00
+/- Difference					\$0.00
282 - ESSER III (ARP)					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	2	2	Professional Development		\$5,000.00
1	2	3	Resources/Materials		\$5,000.00
1	3	1	online curriculum		\$10,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$95,000.00

282 - ESSER III (ARP)					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$95,000.00
+/- Difference					\$0.00