Dallas Independent School District

289 Felix G. Botello Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

We establish and maintain a campus that conquers excellence with each one of our students. Excellence is the mission of Botello and Dallas ISD.

Vision

To create an effective self-directed personalized learning environment that closes opportunity gaps and prepares scholars for college readiness and post-secondary endeavors.

Value Statement

We pride ourselves on challenging students to perform to their highest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Felix Botello Elementary is a campus situated in Dallas, TX (Oak Cliff area) that serves roughly about 512 neighborhood students in grades PK3 through 5th.

According to the information gathered from MyDataPortal, 93% of our student population is considered economically disadvantaged. Botello currently comprised of the following demographics: 3% African American, 95% Hispanic, 2% White, and 0% Asian. We currently serve 512 students from the surrounding neighborhoods, in which 13% of that population is serviced through Special Education.

We serve a small homeless population, which includes Genesis Domestic Abuse Shelter. Currently, we have 5 students, which make up about 1% of our current population.

Currently, our demographics are as shown below:

2022-23							
77%	95%	3%	0%	0.4%	73%	13%	
2021-22	95%	3.5%	0%	0.6%	70.2%	8.5%	68.9%
2020-21	94%	4.2%	0.2	1.2%	70.9%	7.5%	70.9
2019	93.1%	4.1%	0.2%	1.3%	69.1%	7.8%	65.7%
2018	93.2%	5.3%	0.2%	0%	70.3%	8.8%	62.8%

Areas of Needs: Student initiatives to increase student retention and attendance which has decreased in the past two years, in part due to the intersession calendar. Our current attendance is 94.68%.

Demographics Strengths

Source: MyData Portal

Strength: Our Primary enrollment has been steady at Botello as shown below:

	Kinder	1st	2nd
22-23	64	92	75
21-22	87	86	70

20-21	78	74	79
2019	68	80	79
2018	69	79	80

Strength: Botello's TAG program has increased from 16% last school year to 17% this current school year. The SpEd population at Botello increased from 8.5% last school year to 13% this current school year.

Strength: Botello has 13 teachers with 10 years experience or more. Novice teachers can learn from veteran teachers to build teacher capacity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to the intersession calendar, student enrollment has been affected at Botello the last 2 years. Enrollment has decreased from 544 to 512 for the 22-23 school year. **Root Cause:** Many families with students at Botello had siblings who attended schools on base calendar. Parents moved/unenrolled students from Botello to have all children on the same schedule.

Problem Statement 2 (Prioritized): Increase of EB newcomers, are struggling to succeed in their current grade level. **Root Cause:** Newcomers from different countries come to school with gaps in their academic background, delaying English language learning.

Problem Statement 3: With the increase in the SPED population, the campus has had an increase of parents and teachers requesting help. Parents and faculty/staff have asked for training, tips, and resources to be able to better help their children at home and school. **Root Cause:** The campus has seen an increase in the number of students receiving special education services.

Student Learning

Student Learning Summary

Felix G. Botello has received an official letter grade of A for the 21-22 school year, resulting from overall student growth, in comparison to a letter rating of a D from the previous school year. Third grade math was the lowest data.

Data sources include: District STAAR reports and District benchmarks including MAP reports.

Strong Instructional practices that were implemented will continue:

- Professional Development by teacher tier and needs
- Effective and consistent PLC's
- Data meeting protocols
- Data trackers for all grade levels including lower grades
- Lesson plan review and feedback
- Alignment of standards to the LO, DOL, delivery and assessment questions

Student Learning Strengths

Historically and including this school year, Botello's 5th grade has the highest Domain 1 scores which impacted the overall rating to an A. Data sources include District STAAR results (Preliminary Domain 1 Report) and District benchmarks including MAP reports.

Historically, Botello's 5th grade has the highest Domain 1 scores which impacted the overall rating to an A. Data sources include District STAAR results (Preliminary Domain 1 Report) and District benchmarks including MAP reports.

Overall strengths:

- Implementation and start of class and student data trackers
- Small group instruction based on data and TEKS
- PLC's/Data Meetings which inform teaching (first good instruction)

5th Grade STAAR 2022:

5th Grade Reading - Domain 1 = 92 =A

APP- 92% MET - 67% MST - 45%

*Met target for closing the GAPS for ELL's

5th Grade Science - Domain 1 = 79 = C

App - 82% MET - 48% MST - 24%

5th Grade Math - Domain 1 = 86=B

App - 85% MET - 53% MST - 33%

- Domain 2A: Student Growth Scaled Score of 96 (A)

Weaknesses:

- Targeted reading professional development in K-1st
- ineffective guided reading and math in all grades with a focus on lower grades
- 3rd Grade Reading C Domain 1 = 75
- 3rd Grade Math F Domain 1 = 55
- Lack of vertical team meetings and collaboration
- Testing alignment between grade levels

Areas of Need:

- Aligned and effective guiding reading practices
- Integration of writing across all subject areas with the WICOR (AVID) framework
- Strengthen Personalized Learning practices for all students in order to continue meeting individual student needs
- Professional Development let by instructional leaders and teachers provided in all needs above

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps. **Root Cause:** Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.

Problem Statement 2 (Prioritized): K-2nd grade math MAP data is at or below the 41st percentile for MOY. K-2nd grade reading MAP is below the 50th percentile for MOY. The goal is that all grade levels reach or surpass the 50th percentile by EOY. **Root Cause:** Minimal exposure to practice questions and academic language that matches the MAP assessment. Lack of proper training for guided reading, and both reading and math small group implementation based on data.

Problem Statement 3 (Prioritized): 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause:** Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

Problem Statement 4 (Prioritized): In comparison, in 2021 62% of students were at approaches or above. Of those students, 35% of those students reached meets or masters. In 2022, 81% of students were at approaches or above. Of those students, 52% reached meets or masters. **Root Cause:** Although we have an increase in all levels, the number of students needing to reach the "meets" and "masters" levels need to increase in order to support Domain 1 scores and for students be on grade level. Only students who are reaching meets or masters are considered to be on grade level.

School Processes & Programs

School Processes & Programs Summary

Felix G. Botello has filled all available vacancies. We provide a pipeline of "grow your own" by partnering with Texas Tech and allowing our seasoned staff mentors to have the student teachers. We mentor and train 5 to 10 student teachers per year where they observe high quality instruction and then turn around and teach and co-teach with our highly effective teachers. The principal asks campus teacher recommendations for these student teachers and asks their supervisor about their performance and recommendations. The principal also asks teachers to recommend other professionals to interview.

Professional development is planned to depend on the needs of the campus and through feedback from the campus staff. Professional Learning Committees (PLCs) have been established and are a different method in which the leadership can collaborate and provide a more personalized PD for the staff. Botello's Leadership team meets once a week to establish the needs and the instructional plan for the following week. Reflection, data analysis, TEKS breakdown, Know & Show Charts, reviewing upcoming DOLs, and Instruction alignment are the methods used on how to best improve student achievement. PLCs are held on a weekly basis and provide an opportunity for planning and alignment.

76.79 %Percentage of students are considered at risk that currently attend Felix Botello Elementary. In order to close the gaps, students are provided tutoring after school, and during school (interventions) in order to assist the at-risk students who still need to meet the challenging state academic standards. This upcoming school year, we will have a DEMO supporting 4th and 5th grade students and teachers. Our Reading Interventionist will focus on primarily 3rd grade students and some 2nd. Accelerated instruction is given to the students by highly qualified certified staff members that have expertise in their content. Daily instruction is personalized to the students' needs.

We currently serve 512 students from the surrounding neighborhoods with 13% serviced through Special Education and 17% which are served in TAG.

We serve a homeless population, which includes students from Genesis. Currently, we have 5 students, which make up about 1% of our current population.

Currently, our demographics are as shown below:

	Special Education	At Risk
2022	13%	76.79%

2021	8.5%	68.9%
2020	7.5%	70.9%
2019	7.8%	65.7%
2018	8.8%	62.8%

Curriculum, Instruction, and Assessment:

The curriculum we use on campus is Amplify for Reading, iReady for reading and math, Eureka for Math, Fusion for Science, STEMscopes, Sirius for reading and math, iReady for 3-5th grades and the district provided resources.

Botello is an AVID campus, which in turn allows us to expose the students to universities and colleges. Students in grades PK3-5th grade visit a University campus every year. A Career Day is also scheduled into the yearly calendar in order to expose the students to a multitude of careers.

Botello is also a Personalized Learning school in which we personalize instruction to the needs of each student.

Strengths:

1. Schoolwide, class, and individual student trackers
2. Consistent lookback data meetings after all major common assessment
3. Purchases and aligned all STAAR formatted resources
4. Data Sources:

- STAAR - Strength = Domain 2A Growth is an A, Area of Need: 3rd grade math is an F
- MAP - Strengths = 2nd -5th grade math, reading and science met goal or superceded, Area of Need: 1st grade did not meet their goal

Area of Need:

1. PD for curriculum to effectively implement and use the materials
2. Vertical meetings to align content and strengthen teacher collaboration

3. PD and implementation of schoolwide guided reading
4. Writing across all contents (WICOR)
5. Strengthen PL practices
6.

School Context and Organization:

Strengths:

1. Master schedules are created to accurately reflect the allotted amount of instruction that is needed for each content area
2. Library is part of the specials rotation schedule to build student reading fluency
3. Multiple PreK events for increased enrollment
4. Kinder camp to help with the transition and student retention from pre-k to kinder
5. Feeder Middle School counselor and our school counselor partner to provide a smooth transition for our 5th graders to middle school. They help with courses, extracurricular activities, and to help the students to understand the programs they have to offer.

Areas of Need:

1. 90 minute planning needed for Data Lookback meetings
2. Vertical meeting time needed for planning and teacher development

Technology:

Technology was distributed to each student and used on a daily basis for instruction and small groups.

Botello Elementary is going into its 6th year of Personalized Learning, which includes Blended Learning as the core of instruction. Students in grades 3-5 utilize Chromebooks and Pk-2 uses a combination of IPads & Chromebooks to integrate technology into their instruction. TIPWebIT is used to monitor and track the technology resources on campus

Source: TipWeb/Campus Technology Google Sheet

Strengths:

1. All students 1:1 student:chromebook or IPAD
2. Kami App which gives an opportunity for real time feedback
3. All teachers have a promethean board

Area of Need:

1. Support for maintenance of student technology is needed
2. School iPads available for student checkout, when technology is broken
3. Extra iPad chargers for PreK-2 classes
4. Training for maintenance of technology for students to take better care

Staff Quality Recruitment and Retention:

Retention Rate = 88%

Source: MyDataPortal Campus Data Packet

Strengths:

- Teacher to teacher trust - 96% on campus climate survey supports teacher retention
- Cohesive and collaborative grade level teams
- Partnership with Texas Tech with student teachers
- Teacher capacity through observation of other teachers

Areas of Need:

- A stronger and consistent Mentor Program for new teachers
- Teacher Led PD
- Training for TAs to better support teachers in the classroom

Counseling/SEL: Our school counselor conducts the required guidance lessons including Bullying, Peer Conflict Resolution, Drug Free Awareness/Prevention, etc.

Personnel - Policy and Procedures

Felix G. Botello's campus recruitment is focused on bringing in staff members who are passionate and committed to value, serve and teach the children in our community. For this reason, teachers and staff are chosen carefully, based on their experience and strengths that will ensure that every student's needs are met. For the upcoming school year, we have hired a 3rd grade math teacher, our Reading CIC is transitioning to the Reading Interventionist position and a 4th grade Reading Bilingual teacher.

Highly qualified teachers are recruited at job fairs organized by Dallas ISD. Candidates also apply thru the Dallas ISD career website. Teachers are interviewed by the recruitment
team and then the administrative team to determine if they are qualified to be part of the campus culture. To insure the new staff members thrive, mentor teachers are assigned to guide and support them.
To retain high quality educators, we continuously offer PD that will encourage them to grow professionally. We also leverage their strengths to build the capacity in other teachers.
Personnel at Botello are always eager to learn and grow, they are open to feedback from spot observations which provide educators the opportunity to improve in their teaching
practices allowing them to modify and adjust depending on their strengths and areas of growth.

Professional Practices

Due to district programmatic change, Botello will have one reading demonstration teacher who will teach an upper grade reading class part time and help guide teachers into the

right direction the rest of the day to insure that we narrow achivement gaps. This teacher will support both teachers and students.
Teachers and demonstration teacher work continuously as a team to create improvement plans to target students with low performance. Teachers are offered PD that differs as the year progresses to target the current needs, patterns, and data of both students and teachers. These weekly PLCs are rich because they give teachers an opportunity to share among themselves, what they are facing in the classroom and what we can do as a team to improve. At the same time, it is an opportunity for teachers to build a healthy work relationship. PD include in-house trainings imparted by teachers with strengths who develop PD such as writing workshops and technology integration sessions, District trainings, and outside PD and conferences as well. Every week teachers and the administrative team meet in PLCs to compare data points among the grade level. With the findings, together we develop strategies for maximizing instruction to address the academic needs of each individual student. Additional PD takes place to train teachers on how to engage students in social-emotional learning. This is also embedded in PD sessions and PLCs with the goal to support the campus-wide discipline plan.

Programs and Opportunities for Students

The goal is for all Botello students to be well-rounded global citizens. Part of that includes offering extracurricular activities where they can further develop their interests outside ofthe school day. Botello achieved a 100% participation rating this year for extra curricular programs. In addition to different clubs, Botello also has a UIL team that competes academically. To encourage STEAM within Botello, there is a Destination Imagination Club, and a chess club. Students also participate in activities that are related to fine arts such as music, dance, and an after school art club which prepares students develop portfolios for Greiner and for art competitions. Students also participate in athletic activities such as dance, sumba and volleyball. This upcoming year, we will begin a soccer club.

Botello also has the District programs in place such as special education inclusion and FLS classrooms. More programs include bilingual/ ESL, gifted/talented and dyslexia.
Each year, we advocate college field trips as part of our AVID program to help encourage college awareness. A career day is organized to expose students to the diversity of the work force.

Each school year we host a career day to demonstrate the variety of careers, including military, professional careers and trades that exist as options for students. Students also participate in Education Go get it Week Events. As a campus we highlight a University weekly. University facts are shared through the announcements daily and students and staff are encouraged to wear college shirts/colors each Monday.

PK - 2nd use iPads and 3rd-5th grades use Chromebooks as regular part of their coursework with the goal to support a blended learning environment that opened research and
personalized learning experience opportunities for the students.

Procedures

Technology is integrated into every classroom with the Chromebooks, and iPads. Students are 1 to 1 on devices and digital learning will be set up and trained from the beginning ofthe year. The entire campus has access to multiple technology applications for adaptive learning opportunities. Eureka and Amplify will be utilized. Each grade has several differentlearning platforms that they use to access digital curriculum and online study tools. This is dependent on the operational status of the school's technology. Teachers have a set schedule each to help protect instructional time. The schedule includes time for meals, PLCs, and planning periods, recess and after school PD and clubs for the students. Each day begins and ends at the same time, except for when students have tutoring or afterschool enrichment. To support students during transitions, a kinder camp is offered to Pre-K students to help ease them into the transition to more structured learning. Additionally, 5th grade students attend a transition night as part of their eventual integration into middle school.
Teachers have demonstrated proficiency in classroom management and implement SEL practices which include a Respect Agreement developed with student input, all rooms have a calming corner and all students greet students at the door with their individual choice of greeting. There are rarely times when students need to be removed from the classroom to lose instructional time.
Training is offered yearly to both staff and students on bullying. There is a school week that is dedicated to drug prevention. All teachers also complete mandatory compliance
training that includes training on child abuse, sexual harassment, bullying, and other related topics. Procedures are taught to all students from the first day to help protect all personnel at the school and are also evaluated throughout the year for effectiveness.
Data sources: District climate survey, Fall 2022, Technology inventory, Campus budget summary

School Processes & Programs Strengths

Strengths:

1. Our campus has a leadership with a multitude of educational experience that have contributed greatly to the planning of instruction, based on the needs of Botello
2. PLCs have been very effective and are held on a weekly basis, which consists of a celebration, reflection, and the topic of the PLC. The information is communicated beforehand so the staff may be prepared
3. Implementing interventions in small groups schoolwide based on student level and standard has been a strength for the campus
4. Schoowide data tracking systems
5. Backward planning
6. CIC teacher support with planning, modeling, co-teaching and small group instruction

Areas of Need:

1. Professional Develompent and effective schoolwide guided reading
2. Writing across all contents within the AVID WICOR model and the new ECR and SCR writing
3. Strengthen Personalized Learning practices with focus on individual student strengths and needs
4. Teacher led Professional Development to build teacher capacity and teacher to teacher trust

We assess students through TX-KEA, CIRCLE, BAS, MAP (NWEA), curriculum assessments, ACP, Common Assessments, teacher made assessments, and STAAR.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Appropriate professional development led by Instructional Leaders and effective teachers in order to effectively implement schoolwide AVID and PL practices, science across all grades, guided math and reading and embedding writing across all contents. **Root Cause:** Lack of vertical meetings and planning in order to build teacher capacity, which will help close the learning gaps for students.

Perceptions

Perceptions Summary

Source: MyData Portal and SDS (Student Discipline System), Campus Climate and Culture Survey, Parent Survey, Student Survey

The average retention rate of teachers increased a few years ago and then took a decrease in 2017-2018. In the 15-16 school year, the retention rate was at 80%, followed by an increase to 89.2% in 16-17 and then led to a decrease in 17-18 to 64.9%. The retention rate for 20-21 was 78.1%. The retention rate for 21-22 was 75%.

Campus Strengths: We have a 88% staff retention rate for the 2022-2023 school year, the climate and culture survey categories Fall in all 5th quintiles.

- Beliefs and Priorities
- Positive Culture and Environment
- College Going Culture
- Teacher to Teacher Trust
- Teacher-Principal Trust

Campus Climate and Culture Survey Needs:

- Culture of Feedback and Support

	Fall 2022	Fall 2021	Spring 2022	Fall 2019	Fall 2018	Spring 2018	Fall 2017
Beliefs and Priorities	90%	88%	85.5%	87.2%	90.5%	91.6%	91.7%
Positive Culture and Environment	86%	91.4%	81.6%	77.6%	87.5%	84.2%	88.5%
Culture of Feedback and Support	84%	92.5%	89.1%	73.4%	88.0%	77.9%	84.3%
College Going Culture	99%	94.4%	95%	92.6%	93.6%	92.9%	95.1%
Teacher-Teacher Trust	96%	100%	96.9%	88.3%	87.5%	64.7%	75.8%
Teacher-Principal Trust	98%	95.6%	89.3%	74.2%	89.7%	81.4%	90.9%

Family and Community Involvement:

Strengths:

- Increase of In-person events were held at Botello this year.
  - Fall & Spring Carnivals
  - Coffee with the Principal
  - PTO's with student performances
  - In-person events: Read Me a Story Night & Perot Science Night\
  - Parents signed up for VOLY to volunteer
  - Community Partnerships with:

1. Hunger Busters
2. CIS (Communities in Schools)
3. Perot Museum of Nature and Science
4. Botello PTO

Parent Survey (Spring 2022)

- Strengths: Overall 90 and above in all categories in combined strongly agree and agree responses
- Area of Need: An increase of in person events is needed to increase parent engagement and more opportunities for new volunteers to volunteer are needed.

Student Survey

- Strengths:

1. 99th Percentile in the National comparison for all areas
2. Increase in all areas in comparison to the previous year
3. Increase in all areas in comparison to the district
4. Most increase in the area of Engagement

- Area of Need:
  - Classroom Climate at 90%
  - Engagement at 90%

Perceptions Strengths

Family and Community Involvement:

Strengths:

- Various in-person and virtual events were scheduled which permitted parents to be on campus and or attend through zoom

1. Fall & Spring Carnivals
2. Coffee with the Principal
3. PTO's

4. Virtual - Read Me a Story Night

- Parents signed up on VOLY to volunteer
- Community Partnerships with:

1. Hunger Busters
2. CIS (Communities in Schools)
3. Perot Museum of Nature and Science
4. Botello PTO

Area of Need: Parents need workshops on how to use apps to access school fliers and information.

Source: District Parent Survey Results

Parent Survey (Spring 2022) Awaiting 2023 Results

- Strengths: Overall 90 and above in all categories in combined strongly agree and agree responses
- Area of Need: An increase of in person events is needed to increase parent engagement and more opportunities for new volunteers to volunteer are needed.

Student Survey:

Source: Panorama Student Survey Results

- Strengths:

1. 99th Percentile in the National comparison for all areas
2. Increase in all areas in comparison to the previous year
3. Increase in all areas in comparison to the district
4. Most increase in the area of Engagement

- Area of Need: Although the results are in the 90th percentile, our goal is to continue to increase in both classroom climate and

engagement.

- Classroom Climate at 90% currently
- Engagement at 90% currently

Problem Statement: Fall Climate Survey shows that our lowest area is Culture of Feedback and Support, specifically the PD sessions at my school this year helped me improve instruction.
Root Cause: The majority of PD has been led by the instructional coaches and leaders. Future PD (PL and AVID practices, reading, math, science and writing across all grade levels) to be led by effective teachers in order to build teacher capacity and buy in from others.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although there is a slight increase in overall attendance percentage for students, it is still low at 94.68%. **Root Cause:** The intersession calendar has impacted overall student attendance. Lack of communication between teachers and parents to intervene immediately after consecutive and or frequent absences.

Problem Statement 2 (Prioritized): Fall Climate Survey shows that our lowest area is Culture of Feedback and Support, specifically the PD sessions at my school this year helped me improve instruction. **Root Cause:** The majority of PD has been led by the instructional coaches and leaders. Future PD (PL and AVID practices, reading, math, science and writing across all grade levels) to be led by effective teachers in order to build teacher capacity and buy in from others.

Problem Statement 3 (Prioritized): Parent engagement needs to increase from previous years for PTO events and school wide events, including academic nights. **Root Cause:** All communication is digital through social media apps and the school-wide class dojo. Many parents lack the technology skills needed to download and navigate the apps needed.

Problem Statement 4 (Prioritized): Students are tardy or missing school, have frequent visits to the nurse or counselor, and have emotional meltdowns, which all affect their learning and coping. **Root Cause:** Students lack self-regulating techniques along with conflict resolution and SEL techniques to deal with high stress and anxiety due to home life and stressors at school.

Priority Problem Statements

Problem Statement 1: Due to the intersession calendar, student enrollment has been affected at Botello the last 2 years. Enrollment has decreased from 544 to 512 for the 22-23 school year.

Root Cause 1: Many families with students at Botello had siblings who attended schools on base calendar. Parents moved/unenrolled students from Botello to have all children on the same schedule.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps.

Root Cause 2: Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: K-2nd grade math MAP data is at or below the 41st percentile for MOY. K-2nd grade reading MAP is below the 50th percentile for MOY. The goal is that all grade levels reach or surpass the 50th percentile by EOY.

Root Cause 3: Minimal exposure to practice questions and academic language that matches the MAP assessment. Lack of proper training for guided reading, and both reading and math small group implementation based on data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 3rd grade reading MAP data is at 40th percentile for MOY.

Root Cause 4: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In comparison, in 2021 62% of students were at approaches or above. Of those students, 35% of those students reached meets or masters. In 2022, 81% of students were at approaches or above. Of those students, 52% reached meets or masters.

Root Cause 5: Although we have an increase in all levels, the number of students needing to reach the "meets" and "masters" levels need to increase in order to support Domain 1 scores and for students be on grade level. Only students who are reaching meets or masters are considered to be on grade level.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Appropriate professional development led by Instructional Leaders and effective teachers in order to effectively implement schoolwide AVID and PL practices, science across all grades, guided math and reading and embedding writing across all contents.

Root Cause 6: Lack of vertical meetings and planning in order to build teacher capacity, which will help close the learning gaps for students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Although there is a slight increase in overall attendance percentage for students, it is still low at 94.68%.

Root Cause 7: The intersession calendar has impacted overall student attendance. Lack of communication between teachers and parents to intervene immediately after consecutive and or frequent absences.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Fall Climate Survey shows that our lowest area is Culture of Feedback and Support, specifically the PD sessions at my school this year helped me improve instruction.

Root Cause 8: The majority of PD has been led by the instructional coaches and leaders. Future PD (PL and AVID practices, reading, math, science and writing across all grade levels) to be led by effective teachers in order to build teacher capacity and buy in from others.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Parent engagement needs to increase from previous years for PTO events and school wide events, including academic nights.

Root Cause 9: All communication is digital through social media apps and the school-wide class dojo. Many parents lack the technology skills needed to download and navigate the apps needed.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Students are tardy or missing school, have frequent visits to the nurse or counselor, and have emotional meltdowns, which all affect their learning and coping.

Root Cause 10: Students lack self-regulating techniques along with conflict resolution and SEL techniques to deal with high stress and anxiety due to home life and stressors at school.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Increase of EB newcomers, are struggling to succeed in their current grade level.

Root Cause 11: Newcomers from different countries come to school with gaps in their academic background, delaying English language learning.

Problem Statement 11 Areas: Demographics

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 TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Achieve Domain 1 score on first TEKS-aligned District assessment in reading and math from 44% to 48% in third through fifth grades. **Strategy's Expected Result/Impact:** Increase in assessment scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 3, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Train and assist teachers in implementing Eureka and Amplify and internalize detailed Pacing Guides for every module. Teachers will meet to internalize the units in Amplify and Eureka during PLCs. **Strategy's Expected Result/Impact:** Increase in assessment scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will use technology, document cameras, laminator, manipulatives, general supplies, headphones and reference books in core subjects as an extra resource to support struggling students in order to mitigate learning loss and have an understanding of TEKS. **Strategy's Expected Result/Impact:** With the assistance of Instructional Leaders, teachers will incorporate instructional plans requiring students to utilize these supplies/manipulatives in objectives/TEKS that they need to improve on. Manipulatives/supplies will provide students with a better understanding of the content they are learning in an effort to master the required objectives. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 1 **Funding Sources:** Technology, document cameras, laminator, manipulatives, general supplies, headphones and reference books in core subjects as an extra resource. - 282 - ESSER III (ARP)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Attend and provide professional development based on campus needs assessments/student achievement data, (STAAR, District & TEKS Aligned Assessments) including the AVID Summer Institute in order to build teacher capacity. **Strategy's Expected Result/Impact:** Increase academic rigor and delivery of instruction. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 1 **Funding Sources:** PD and AVID Summer Institute - 282 - ESSER III (ARP)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students will use planners to effectively organize their studies for academic improvement as part of the AVID organizational tools. **Strategy's Expected Result/Impact:** Increase Data in Common Assessments, District Assessments, ACP, MAP & STAAR **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** AVID Planners - 199 - General Operating				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The Campus will pay Annual AVID Membership fees to continue to implement the AVID program and system on campus. **Strategy's Expected Result/Impact:** Increase Data in Common Assessments, District Assessments, ACP, MAP & STAAR **Staff Responsible for Monitoring:** AVID Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 3, 4 - School Processes & Programs 1 **Funding Sources:** AVID Membership Fees - 211 - Title I, Part A				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Schoolwide, class, and individual student data tracking to identify struggling students and track student progress. **Strategy's Expected Result/Impact:** Increase in academic scores for all through targeted interventions. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 4				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Professional development: State-certified teachers will attend, present Professional Development, participate in book study PLC and implement professional development in the following areas: *All subjects- activating critical thinking questions/tasks/rigor/discussions, TEI training, handling discipline issues with students with special needs. Teachers, administrators, and staff will attend conferences from Ron Clark Academy, Math Conference, or Science Conference to increase college readiness rates and high expectations. Teachers will participate in appropriate book study. **Strategy's Expected Result/Impact:** Increase in academic scores for all and increase teacher development. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leads **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1 **Funding Sources:** Professional Development and Book Study - 282 - ESSER III (ARP)				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Increase Domain 1 by increasing student engagement in all content areas, PK-5 students will cite evidence in all subjects (reading, Writing, Science, SS, and Math) Students will participate in hands on laboratories. **Strategy's Expected Result/Impact:** Increase in academic scores for all. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leads, 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:** Student Learning 1, 2, 3				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Observation and feedback - Administrators and demo coaches will conduct class observations and provide feedback to teachers to improve the quality of instruction in the areas of cognitive demand (TEI 2.4) and lesson delivery (2.3). **Strategy's Expected Result/Impact:** Increase in academic scores for all and increase teacher development. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leads, 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:** Student Learning 1, 2, 3, 4				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Tutoring - Teachers will create lessons and tutor students after school starting the beginning of October to April and/or during Saturday School starting January to April. The instruction will be differentiated according to the student's needs and their progress will be monitored. Teachers will turn in their lesson plans and attendance to the office manager Tutoring or Saturday schools will support Reading, Math, and Science for Domain 1 **Strategy's Expected Result/Impact:** Increase in academic scores for all. **Staff Responsible for Monitoring:** Administrators, teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** - 211 - Title I, Part A - 211-11-6118-ED-289-2-30 - $5,000, - 199 - General Operating - $5,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps. **Root Cause**: Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.
Problem Statement 2: K-2nd grade math MAP data is at or below the 41st percentile for MOY. K-2nd grade reading MAP is below the 50th percentile for MOY. The goal is that all grade levels reach or surpass the 50th percentile by EOY. **Root Cause**: Minimal exposure to practice questions and academic language that matches the MAP assessment. Lack of proper training for guided reading, and both reading and math small group implementation based on data.
Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

Student Learning

Problem Statement 4: In comparison, in 2021 62% of students were at approaches or above. Of those students, 35% of those students reached meets or masters. In 2022, 81% of students were at approaches or above. Of those students, 52% reached meets or masters. **Root Cause**: Although we have an increase in all levels, the number of students needing to reach the "meets" and "masters" levels need to increase in order to support Domain 1 scores and for students be on grade level. Only students who are reaching meets or masters are considered to be on grade level.

School Processes & Programs

Problem Statement 1: Appropriate professional development led by Instructional Leaders and effective teachers in order to effectively implement schoolwide AVID and PL practices, science across all grades, guided math and reading and embedding writing across all contents. **Root Cause**: Lack of vertical meetings and planning in order to build teacher capacity, which will help close the learning gaps for students.

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: District level departments will develop instructional support plans and district assessments to specifically address the achievement gap of African-American students. See each District level department's page on the Plan4learning site for specific strategies. **Strategy's Expected Result/Impact:** Increased academic performance by students. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Individual goal data tracking, tutoring before or after school, targeted interventions, Reading Interventionist and Demo Teacher will use data to push in or pull out with additional support based on student needs. **Strategy's Expected Result/Impact:** Increased academic performance by students. **Staff Responsible for Monitoring:** Instructional Leaders and Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** Before/After school tutoring and Saturday school. - 282 - ESSER III (ARP)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will input MTSS plans, plan interventions, small groups, and SST meetings to increase African-American student achievement on TEKS-aligned assessments in reading and math. **Strategy's Expected Result/Impact:** Increased academic performance by students. **Staff Responsible for Monitoring:** Instructional Leaders and Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective/Campus Goal 2 Problem Statements:

Demographics

Problem Statement 1: Due to the intersession calendar, student enrollment has been affected at Botello the last 2 years. Enrollment has decreased from 544 to 512 for the 22-23 school year. **Root Cause**: Many families with students at Botello had siblings who attended schools on base calendar. Parents moved/unenrolled students from Botello to have all children on the same schedule.

Student Learning

Problem Statement 1: Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps. **Root Cause**: Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.

Problem Statement 2: K-2nd grade math MAP data is at or below the 41st percentile for MOY. K-2nd grade reading MAP is below the 50th percentile for MOY. The goal is that all grade levels reach or surpass the 50th percentile by EOY. **Root Cause**: Minimal exposure to practice questions and academic language that matches the MAP assessment. Lack of proper training for guided reading, and both reading and math small group implementation based on data.

Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

Problem Statement 4: In comparison, in 2021 62% of students were at approaches or above. Of those students, 35% of those students reached meets or masters. In 2022, 81% of students were at approaches or above. Of those students, 52% reached meets or masters. **Root Cause**: Although we have an increase in all levels, the number of students needing to reach the "meets" and "masters" levels need to increase in order to support Domain 1 scores and for students be on grade level. Only students who are reaching meets or masters are considered to be on grade level.

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Calendar and implement Lookback data meetings after every TEKS-aligned assessment. **Strategy's Expected Result/Impact:** Increase data on District Assessments **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Instructional Leaders and teacher leaders will attend trainings and deliver PD to support campus staff to improve the quality of instruction and implementation of programs. Math teachers will implement Math - Problem-solving model from Eureka which is Read, Draw and Write. **Strategy's Expected Result/Impact:** Incorporate Professional Developments and coaching for teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Close academic gaps through various means of support (pull outs, small group interventions, and before/after school tutoring, etc) within student groups. (SpEd, ELLs, Bilingual, AA, and Econ Dis.) **Strategy's Expected Result/Impact:** Close Academic Gaps within student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1 **Funding Sources:** Tutoring - 199 - General Operating				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 3 Problem Statements:

Demographics

Problem Statement 1: Due to the intersession calendar, student enrollment has been affected at Botello the last 2 years. Enrollment has decreased from 544 to 512 for the 22-23 school year. **Root Cause**: Many families with students at Botello had siblings who attended schools on base calendar. Parents moved/unenrolled students from Botello to have all children on the same schedule.

Student Learning

Problem Statement 1: Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps. **Root Cause**: Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.

Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

Problem Statement 4: In comparison, in 2021 62% of students were at approaches or above. Of those students, 35% of those students reached meets or masters. In 2022, 81% of students were at approaches or above. Of those students, 52% reached meets or masters. **Root Cause**: Although we have an increase in all levels, the number of students needing to reach the "meets" and "masters" levels need to increase in order to support Domain 1 scores and for students be on grade level. Only students who are reaching meets or masters are considered to be on grade level.

School Processes & Programs

Problem Statement 1: Appropriate professional development led by Instructional Leaders and effective teachers in order to effectively implement schoolwide AVID and PL practices, science across all grades, guided math and reading and embedding writing across all contents. **Root Cause**: Lack of vertical meetings and planning in order to build teacher capacity, which will help close the learning gaps for students.

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 4: Increase Domain 1 score on Spring District Assessment from 43% to 46% in Spring of 2024.

Evaluation Data Sources: Spring District Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In order to address and mitigate learning loss, post COVID, teachers will provide tutoring, and data based small group instruction and support staff. Reading Interventionist and Demo Teacher will support schoolwide. **Strategy's Expected Result/Impact:** Mitigate learning loss and increase students' achievement based on growth in assessments, leading to increased scores on District assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Leaders **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: In order to address and mitigate learning gaps, additional resources will be provided such as any necessary technology, furniture, and supplemental resources. Additional resources include computer hardware and software, chromebooks, chromebook carts, technology covers, and furniture for flexible seating for students. **Strategy's Expected Result/Impact:** Increase personalized instruction and resources to positively impact student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3 - School Processes & Programs 1 **Funding Sources:** Supplies, technology, furniture, etc. - 282 - ESSER III (ARP)				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 4 Problem Statements:

Student Learning
Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

School Processes & Programs

Problem Statement 1: Appropriate professional development led by Instructional Leaders and effective teachers in order to effectively implement schoolwide AVID and PL practices, science across all grades, guided math and reading and embedding writing across all contents. **Root Cause**: Lack of vertical meetings and planning in order to build teacher capacity, which will help close the learning gaps for students.

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 5: Social Emotional Learning framework and practices will be part of our student culture to support student emotional needs and build a safe welcoming environment.

Evaluation Data Sources: Evidence of posted respect agreement in each classroom, SEL student survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PD on developing respect agreements will be given at beginning of school year, along with exemplars and models for teachers to follow. **Strategy's Expected Result/Impact:** Teachers will understand how to create the agreement with students and will have it ready for beginning of school year. **Staff Responsible for Monitoring:** Counselor and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counselor will plan and execute guidance lessons, including: drug and violence prevention and intervention, suicide prevention, conflict resolution, and discipline management/program . **Strategy's Expected Result/Impact:** Meet and impact student SEL needs and awareness. **Staff Responsible for Monitoring:** Administrators and Counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 3 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers and staff will implement and teach SEL lessons that will teach students socio and emotional skills to improve their well-being. Students and teachers/staff will receive incentives, certificates, and awards for good character, meeting goals, attendance, exemplary behavior, and showing growth. Counselors will use counseling programs and materials for SEL practices (WHO program, Mindfulness, etc) and attend the Lone Star State School Counselor/ Leading in Love Conference. **Strategy's Expected Result/Impact:** Mental Health Awareness and Improvement **Staff Responsible for Monitoring:** Counselor, 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:** Student Learning 4				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 5 Problem Statements:

Student Learning

Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

Problem Statement 4: In comparison, in 2021 62% of students were at approaches or above. Of those students, 35% of those students reached meets or masters. In 2022, 81% of students were at approaches or above. Of those students, 52% reached meets or masters. **Root Cause**: Although we have an increase in all levels, the number of students needing to reach the "meets" and "masters" levels need to increase in order to support Domain 1 scores and for students be on grade level. Only students who are reaching meets or masters are considered to be on grade level.

School Processes & Programs

Problem Statement 1: Appropriate professional development led by Instructional Leaders and effective teachers in order to effectively implement schoolwide AVID and PL practices, science across all grades, guided math and reading and embedding writing across all contents. **Root Cause**: Lack of vertical meetings and planning in order to build teacher capacity, which will help close the learning gaps for students.

Perceptions

Problem Statement 4: Students are tardy or missing school, have frequent visits to the nurse or counselor, and have emotional meltdowns, which all affect their learning and coping. **Root Cause**: Students lack self-regulating techniques along with conflict resolution and SEL techniques to deal with high stress and anxiety due to home life and stressors at school.

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 on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.

High Priority

Evaluation Data Sources: Student Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional Leaders will collaborate on lesson plans and give weekly feedback and provide observations and feedback to ensure alignment, improve first good instruction, and content knowledge. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps. **Root Cause**: Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.
Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

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 Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reading teachers will use data to provide individual and/or small group interventions for second-grade African American students. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 50% of K-2 students will increase reading utilizing the MAP Reading from BOY to MOY to 30-40th percentile. From MOY to EOY, 60% of K-2 students will increase reading to the 50th percentile or higher. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Data tracking will be used throughout the year. MAP intervention strategies specific to individual data will be applied. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Teachers and Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
Problem Statement 2: K-2nd grade math MAP data is at or below the 41st percentile for MOY. K-2nd grade reading MAP is below the 50th percentile for MOY. The goal is that all grade levels reach or surpass the 50th percentile by EOY. **Root Cause**: Minimal exposure to practice questions and academic language that matches the MAP assessment. Lack of proper training for guided reading, and both reading and math small group implementation based on data.
Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

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

Evaluation Data Sources: Student Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reading teacher will use data to provide individual and/or small group interventions for first-grade African American students. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 50% of K-2 students will increase reading utilizing the MAP Reading from BOY to MOY to 30-40th percentile. From MOY to EOY, 60% of K-2 students will increase reading to the 50th percentile or higher. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Data tracking will be used throughout the year. MAP intervention strategies specific to individual data will be applied. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 3 Problem Statements:

Student Learning
Problem Statement 2: K-2nd grade math MAP data is at or below the 41st percentile for MOY. K-2nd grade reading MAP is below the 50th percentile for MOY. The goal is that all grade levels reach or surpass the 50th percentile by EOY. **Root Cause**: Minimal exposure to practice questions and academic language that matches the MAP assessment. Lack of proper training for guided reading, and both reading and math small group implementation based on data.
Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

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 on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 42% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments, STAAR, other norm-referenced assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In grades K-2, teachers will have focused small group lessons utilizing math manipulatives and Guided Math Kits. **Strategy's Expected Result/Impact:** Prepare the students for 3rd Grade Math **Staff Responsible for Monitoring:** K-2 Teachers and Instructional Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math teachers will implement school wide word problem strategy. (UPSCheck) **Strategy's Expected Result/Impact:** The campus will have an aligned strategy for problem solving and increase academics in Math. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning

Problem Statement 1: Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps. **Root Cause**: Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.

Problem Statement 3: 3rd grade reading MAP data is at 40th percentile for MOY. **Root Cause**: Lack of reading foundation skills for both fluency and comprehension for students progressing from lower grades to upper grades. Also, the technology shifts from I-pads to chromebooks. They also struggle with screen to scratch.

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Data tracking will be used throughout the year. MAP intervention strategies specific to individual data will be used. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 50% of K-2 students will increase MAP Math from BOY to MOY to 30-40th percentile. 60% of K-2 students will increase MOY to EOY to 50th percentile or higher. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning

Problem Statement 1: Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps. **Root Cause**: Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.

Problem Statement 2: K-2nd grade math MAP data is at or below the 41st percentile for MOY. K-2nd grade reading MAP is below the 50th percentile for MOY. The goal is that all grade levels reach or surpass the 50th percentile by EOY. **Root Cause**: Minimal exposure to practice questions and academic language that matches the MAP assessment. Lack of proper training for guided reading, and both reading and math small group implementation based on data.

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Data tracking will be used throughout the year. MAP intervention strategies specific to individual data will be used. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 50% of K-2 students will increase MAP Math from BOY to MOY to 30-40th percentile. 50% of K-2 students will increase MOY to EOY to 50th percentile or higher. **Strategy's Expected Result/Impact:** Increase academic achievement on District Assessments. **Staff Responsible for Monitoring:** Instructional Leaders and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective/Campus Goal 3 Problem Statements:

Student Learning

Problem Statement 1: Based on STAAR data and district benchmarks, including MAP, Botello Elementary needs to vertically align the curriculum, K-5 writing and science and guided reading and math implementation in K-2. Vertical alignment meetings and collaboration are needed to build teacher capacity in order to lessen academic gaps. **Root Cause**: Students missing prerequisite skills in math and reading (lower lexile levels) due to the learning gaps and the lack of implementation of science and writing in all grade levels.

Problem Statement 2: K-2nd grade math MAP data is at or below the 41st percentile for MOY. K-2nd grade reading MAP is below the 50th percentile for MOY. The goal is that all grade levels reach or surpass the 50th percentile by EOY. **Root Cause**: Minimal exposure to practice questions and academic language that matches the MAP assessment. Lack of proper training for guided reading, and both reading and math small group implementation based on data.

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 on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 36% to 46% by middle of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

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

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

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 CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 27.1% to 39.0% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

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 2: GPM 5.2: The percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 0.8% to 37% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

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 3: GPM 5.3: The number of THECB Level I and Level II certificates earned by 12th grade students will increase from 317 to 450 by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI).

High Priority

Evaluation Data Sources: Student Assessment

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 4: GPM 5.4: Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will increase from 59%to 62% by 2025.

High Priority

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 5: GPM 5.5: The percent of college enrollment will increase from 62.0% to 67.0% by June 2025, including the number of Associate degrees attained.

High Priority

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: 50% of teachers will have an extra-curricular club by December and will increase to 100% by March 2023. Teachers and students will receive incentives and awards (certificates, trophies, and rewards) to recognize their participation in an extra-curricular activity after school.

Evaluation Data Sources: District Snapshot Dates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of teachers will provide an extracurricular club to students in one of the following areas: Avocation, Academics, Service & Leadership, Visual & Performing Arts, or Athletics. **Strategy's Expected Result/Impact:** To increase our teacher participation in the 5 different types of clubs. **Staff Responsible for Monitoring:** Club Lead and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Perceptions 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Perceptions
Problem Statement 4: Students are tardy or missing school, have frequent visits to the nurse or counselor, and have emotional meltdowns, which all affect their learning and coping. **Root Cause**: Students lack self-regulating techniques along with conflict resolution and SEL techniques to deal with high stress and anxiety due to home life and stressors at school.

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: By December, 60% of students will be involved in an extracurricular activity and will increase to 100% in March in 2023. Teachers and students will receive incentives and awards ((certificates, trophies, and rewards) to recognize their participation in an extra-curricular activity after school.

Evaluation Data Sources: Extracurricular Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Community in Schools After School Program will provide after school activities to students which includes tutoring and enrichment. **Strategy's Expected Result/Impact:** Increase student participation in Extracurricular Activities. **Staff Responsible for Monitoring:** Club Leader and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Perceptions 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 2 Problem Statements:

Perceptions
Problem Statement 4: Students are tardy or missing school, have frequent visits to the nurse or counselor, and have emotional meltdowns, which all affect their learning and coping. **Root Cause**: Students lack self-regulating techniques along with conflict resolution and SEL techniques to deal with high stress and anxiety due to home life and stressors at school.

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: By December 2023, Botello will conduct at least 2 Parent Engagement Opportunities, one being an academic night and increase to a total of 5 by May 2024.

Evaluation Data Sources: Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will conduct a transition event for PK to Kinder students and parents, as well as a transition event to help 5th grade parents with questions and filling out forms for 6th grade to increase parent and community involvement. **Strategy's Expected Result/Impact:** Parents will have opportunities to engage in instructional activities for students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and staff will participate in parent events, such as Meet the Teacher Night, Open House, parent conferences, Title I Annual meeting, Parent and Family Engagement/Compact meetings, and create learning sessions for the family instructional nights to increase parent involvement in the classroom and school. Students will receive incentives, certificates, and awards for participation. **Strategy's Expected Result/Impact:** Increase parental involvement. **Staff Responsible for Monitoring:** Principal, Parent Liaison, or staff assigned to parent involvement. **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Perceptions 3 **Funding Sources:** Coffee, pastries, and snacks - 211 - Title I, Part A - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Designated personnel will continue to build community relationships, increase VOLY, and Class Dojo participation by parents and conduct informational parent meetings on various themes. (Technology and VOLY) **Strategy's Expected Result/Impact:** Increase Parental Involvement **Staff Responsible for Monitoring:** Principal and Parent Liaison, or staff assigned to parent involvement. **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Perceptions 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Parent meetings, trainings, and activities are held on multiple days and times to ensure parents have the opportunity to be involved in their children's academic success. **Strategy's Expected Result/Impact:** Increase parent involvement and engagement. **Staff Responsible for Monitoring:** Administrators, Parent Liaison, or staff assigned to parent involvement. **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Perceptions 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus will make CIP available to parents and community in an understandable and uniform format and language. Plan4Learning and/or the District's Translation Department will provide translated plans, when needed. **Strategy's Expected Result/Impact:** Increase parent input and understanding of the campus improvement plan. **Staff Responsible for Monitoring:** Administrators, Parent Liaison, or staff assigned to parent involvement. **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Perceptions
Problem Statement 3: Parent engagement needs to increase from previous years for PTO events and school wide events, including academic nights. **Root Cause**: All communication is digital through social media apps and the school-wide class dojo. Many parents lack the technology skills needed to download and navigate the apps needed.

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: A CIP committee will be developed with the involvement of stakeholders (required committee members). The committee will review surveys, state and district test scores, district data packets, and current strategies to determine progress and/or areas that need improvement. The current strategies will be adjusted based on feedback gathered or new strategies will be created.

High Priority

Evaluation Data Sources: Sign In Sheet, Jamboard, Google Sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CIP is developed with the involvement of stakeholder committee members and parents are given the opportunity to review and revise the CIP in order to provide the best opportunities for the students. **Strategy's Expected Result/Impact:** Building relationships with community and staff and receiving buy in from all stakeholders. **Staff Responsible for Monitoring:** Admin Team **Title I:** 4.1 **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The committee will evaluate the strategies and action steps based on timeline indicated in the plan and provide feedback to the campus staff, administrators, and parents. **Strategy's Expected Result/Impact:** Building relationships with community and staff and receiving buy in from all stakeholders. **Staff Responsible for Monitoring:** Admin Team **Title I:** 4.1 **Problem Statements:** Perceptions 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Campus Goal 2 Problem Statements:

Perceptions

Problem Statement 3: Parent engagement needs to increase from previous years for PTO events and school wide events, including academic nights. **Root Cause**: All communication is digital through social media apps and the school-wide class dojo. Many parents lack the technology skills needed to download and navigate the apps needed.

Campus Funding Summary

199 - General Operating					
Goal	**Performance Objective/Campus Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	AVID Planners		$0.00
1	1	11			$5,000.00
1	3	3	Tutoring		$0.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$941.00
				+/- Difference	-$4,059.00

211 - Title I, Part A					
Goal	**Performance Objective/Campus Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	AVID Membership Fees		$0.00
1	1	11		211-11-6118-ED-289-2-30	$5,000.00
7	1	2	Coffee, pastries, and snacks		$500.00
				Sub-Total	$5,500.00
				Budgeted Fund Source Amount	$9,488.00
				+/- Difference	$3,988.00

282 - ESSER III (ARP)					
Goal	**Performance Objective/Campus Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Technology, document cameras, laminator, manipulatives, general supplies, headphones and reference books in core subjects as an extra resource.		$0.00
1	1	4	PD and AVID Summer Institute		$0.00
1	1	8	Professional Development and Book Study		$0.00
1	2	2	Before/After school tutoring and Saturday school.		$0.00
1	4	2	Supplies, technology, furniture, etc.		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$20,000.00

199 - PIC 21 State Gifted and Talented (G/T)					
Goal	**Performance Objective/Campus Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$176.00
				+/- Difference	$176.00

199 - PIC 23 State Special Ed (SpEd)					
Goal	**Performance Objective/Campus Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$345.00
				+/- Difference	$345.00

199 - PIC 25 State Bilingual/ESL					
Goal	**Performance Objective/Campus Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,214.00
				+/- Difference	$5,214.00
				Grand Total Budgeted	$36,164.00
				Grand Total Spent	$10,500.00
				+/- Difference	$25,664.00