Dallas Independent School District

187 Nancy Moseley Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: June 23, 2022
Public Presentation Date: August 10, 2022

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nancy Moseley Elementary School, in the Pleasant Grove area of Dallas, is a neighborhood public school serving approximately 672 students in the Dallas Independent School District. Serving students in PreK - Fifth grade, and as young as three years old, in our PreK-3 program, and as old as Fifth Grade, we also house five specialized units that provide learning opportunities for students of diverse needs. We are currently only offering face to face instruction and are no longer offering instruction virtually. The district did offer an online school for our students and we did have 3 Moseley students who were enrolled this school year.

Named in honor of the first elementary school supervisor in Dallas County, Nancy Moseley Elementary School has been recognized for our achievements in 2009-2010 and 2010-2011 school years. With our school motto, "Together is better," every member of our staff and faculty possess an "all hands on deck" sense of urgency to ensure high quality education for all who enter our doors.

Our current student enrollment is 95% At-Risk, 95.6% economically disadvantaged, 82.8% bilingual emergent learners, 15.4% Talented and Gifted, and 17.1% Special Education. Race/Ethnicity percentages have remained relatively steady over the most recent years, with our current numbers being: African-American 8%, Hispanic 87.9%, White 11%, and Two-or-More Races/Other 1%. Among our teachers, the most recently published percentages show staff make-up to be approximately: African-American 20%, Hispanic 54%, White 18%, American Indian 4%, and Two-or-More Races/Other 2%. Average attendance rate for students has held constant for the last few years, at just below 96%, while the data on percentage of teachers returning to campus from the prior year for the last three years has shown a marginal, but continuous decline to approximately 60% in 2020-2021.

Nancy Moseley Elementary School continues to place a high priority on maintaining a highly qualified staff of teachers and teacher assistants, alike. Our teachers each average nearly 9 years of experience, and, among these college educated professionals, approximately 15% of them have advanced degrees.

Demographics Strengths

Nancy Moseley Elementary has much notable demographic strength, including the following:

1. Our school has a semi active PTO, due to the limitations with visitors we have not been able to have volunteers on campus.
2. Moseley is one of a few schools in the area with a Pk3 program, which provides critical support for the school readiness for future kindergarten students.
3. The depth of our bilingual staffing from the administrative, in our support classes and in our classrooms, ensures an increased level of access to educational opportunities for all of our learners and their families.
4. One hundred percent of our homeroom teachers successfully implemented Morning Meetings, Calming Corners and Threshold Greetings in accordance with our Dallas ISD Social Emotional Learning initiatives.
5. We have consistently maintained our number of bilingual emergent students on our campus.
6. There are several new housing developments in our boundaries that will possibly yeild 100-200 more students for Moseley.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Administrators are pulled from being able to complete daily tasks because we are constantly diffusing crisis. **Root Cause:** Large numbers of Special Education students pull on administrative time for large number of ARD meetings and to also de-escalate students, which has taken up to the entire day.

Problem Statement 2: Student attendance is low. **Root Cause:** We have several students with more than 18 unexcused absences.

Student Learning

Student Learning Summary

Nancy Moseley Elementary School has implemented a comprehensive plan to monitor , evaluate the instructional curriculum. Various data sources are utilized regularly to inform curriculum development as well as the use of the campus instructional coach, interventionists to support the implementation of instruction. Data professional development indicates the need for continued refinement of curriculum and associated professional development, in order to identify best practices for advancing the progress of English Language Learners, bilingual students, dyslexic students and students with disabilities. Additional comprehensive plans guide the development of local student assessments, both formative and summative, as well as the utilization of assessment data to inform instructional decisions.

Our teachers in grades 3-5 utilized the power point lessons provided by the district and feeder. Second grade reading teachers participated in the CRIMSI/AMPLIFY pilot provided by TEA. Kindergarten and first grade teachers created Instructional Planning Calendars that includes common formative and Informal Assessments these align to the district powerpoint lessons that were provided for grades 3-5 for all STAAR content. The 2021-2022 elementary time standards include a dedicated block of time for intervention in core subject areas. Nancy Moseley Elementary School will provide resources and specific strategies to provide support during the intervention time that focuses on the skills each student needs to refine.

In addition, we will follow our districts plan for continuing to accelerate instruction and close the learning gaps created in 2020 and 2021 due to the pandemic.

Student Learning Strengths

*Weely PLC for all teachers on Thursdays.

*9 weeks Looking Back Data meetings for 1st- 5th grades

*Collaborative Planning- using the district provided powerpoint lessons. Rehearsals and feedback.

*Instruction is aligned to End of the Year grade level goals

*CIC and Interventionist provide support to students and teachers

*DTR staff support for new teachers to close instructional gaps.

*New teacher mentors support teachers

The following were the last set of offical STAAR scores

Domain	Score
Doman 1	74
Domain 2A	85
Domain 2B	B
Domain 3	79

CA3

Domain	Score
Doman 1	67
Domain 2A	70
Domain 2B	C
Domain 3	69

ACP

Domain	Score
Doman 1	55
Domain 2A	58
Domain 2B	F
Domain 3	64

CA 1

Domain	Score
Doman 1	53
Domain 2A	53
Domain 2B	F
Domain 3	43

SEI year	Score
17-18	48.2
18-19	49.5

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our students struggle with the shift from paper assessments to digital assessments. (MAP, CA's, ACP, and STAAR) **Root Cause:** Students need to build up their stamina in reading.

Problem Statement 2: Students are having issues with showing work and steps when answering reading questions and math questions. **Root Cause:** Staff need to streamline reading foldables and math scratch paper from 2nd grade up to 5th grade.

Problem Statement 3: Low science scores left an opportunity for our campus to perform higher. **Root Cause:** Students were inconsistent in science scratch paper and problem solving.

Problem Statement 4: Students were not consistently receiving science content. **Root Cause:** Teachers were not very knowledgeable in content and were borrowing time from science to work on math learning gaps.

School Processes & Programs

School Processes & Programs Summary

Schedules and Calendars

Schedules and calendars are provided for most events and activities in a timely manner. Communication for parents is formal and informal- this year we have tried to minimize paper and use more technology and social media. Teacher assistant schedules and duties are flexible, because many are called upon to cover classes depending on the number of staff we have had out with COVID.

 Input has been received regarding master schedule and service plans for our special populations. In addition we have designed the master schedule with

Technology

The district has provided a one to one device for each of our students. We do maintain backup devices for those students who lose or break their device, they are able to borrow them. Also teachers used technology, software, and apps. Teachers used the technology that was aligned to the STAAR assessment as the primary formative and summative assessments.

Some of our technology is for student to access the classroom work, some designed for assessment and others allow students to access resources.

Recruitment and Retention

Moseley's staff demographic mirrors the demographics of the student population. The teacher to student ratio is around 20-23 to 1. Over the course of the past 4 years the retention rate has averaged around 71%. Recruitment by ACE campuses and High Priority campuses has led us to hire newer less experienced teachers and train them. On average teachers at Moseley have around 8 years of service. All of our TA's are highly qualified with many of them attaining associate degrees.

School Context and Organization

Leadership meets weekly at our a team meetings where we discuss data, teacher trends and next steps for the week.

We embrace a distributed leadership model where content in 3-5 is broken up and led by each AP. One AP oversees Reading/Writing classes and our other AP oversees Math/Science classes.

School calendars and schedules are designed to meet the campus and student needs.

We have our teachers collaborating in weekly PLC's for content and monthly Vertical meetings.

Curriculum, Assessment and Instruction

Our primary curriculum resource for grades 3-5th reading, math and science- is our powerpoint presentations. In second grade teachers are using materials from the AMPLIFY and CRIMSI TEA program. It is scripted and includes all the components of literacy instruction. Second grade math and K-1 reading and math will continue to use the district instructional calendars and create lessons that support the identified TEKS.

We use the district created assessments for power DOL's, and common assessments. We will continue to utilize the universal screeners at the beginning of the year, middle of the year, and end of the year.(CIRCLE, TXKEA, and MAP)

Instructionally we support the design of the lessons by utilizing small math groups, guided reading groups and acceleration groups in addition to solid Tier 1 instruction.

School Processes & Programs Strengths

We created a playbook that has a comprehensive look at all the systems and processes for our campus.

AP's and CIC's are divided by math/science and reading content.

The playbook contains transitioning plans as we move from limited guests to more business as usual- how we plan to keep our students safe.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students keep breaking and losing devices and chargers **Root Cause:** Students know that we will replace it as best as we can.

Problem Statement 2: Frequent student meltdowns and impulsivity result in uncontrolled emotional crisis. **Root Cause:** Teachers have little tools/strategies to use to de-escalate students.

Problem Statement 3: We have had an increase in the number of students claiming suicide and have had a large number of risk assessments this year. **Root Cause:** Students have experienced trauma through the pandemic.

Perceptions

Perceptions Summary

Our campus culture includes how we feel about the organization, the collective beliefs, values, and actions that provide the identity and set the standards of behavior for our staff, students, and school community as a whole. The campus climate has shared perceptions of a safe, supported, and encouraged learning environment.

 We have high expectations for academics and behavior, we promote the belief that "Our kids are worth whatever it takes." At Moseley we place heavy importance on fostering a classroom enviormnet that allows every student's voice to be heard. The morning meetings and threshold greetings contribute to a positive classroom environment through the development of relationships.

Family and Community Involvement

Parents are always welcome to be a prt of the learning experience through out the campus. Parents are provided monthly calendars for events and planning for the month. In addition our Parent Liaison has resources available for parents on her google classroom. We also send out a parent Smore Newsletter for parents to connect. Parent presence on campus has been limited because of covid.. However we have continued with SBDM, PTO, Coffee with the Principal and STAAR parent meetings.

The last parent survey data from 21-22 revealed parent positive responses with 72% respectful environment, 70% welcoming environment, 74% school communication, and 72% positive for academic direction.

Perceptions Strengths

From our informal climate survey the results were as follows.

*The key actions my school is workin on this year are focused on what is best for students. @88%

*I understand my role in implementing the school's key actions. 94%

*The Student Achievement Goals will lead to success. 92%

*The campus is a safe clean environment. 94%

*Teachers expect most students in this school to go to college 85%

*Teachers in this school feel that it is a part of their job to prepare student to succeed in college. 87%

*Teachers at this school accept nothing less from students than their full effort. 90%

*Teachers at this school do not let students give up when their class work becomes challenging 95%

*Teachers at this school give feedback to help them understand how to improve. 95%

*Teachers respect other teachers who take the lead in school improvement efforts. 85%

*The principal has confidence in the expertise of the teachers. 91%

*I trust the principal at his or her word. 90%

*The principal places the needs of children ahead of personal and political interests 89%

*Arrival, Dismissal and Transitional expectations are clear and displayed throughout the campus.

*Students are rewarded with 9 week award assesmblies.

*Principal Awards Cougars of the Week a tee-shirt for displaying excellence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent positive responses on the parent survey were overall lower. **Root Cause:** We had limited parents connect with the school virtually, which is what we were able to offer this school year due to the limits in visitors driven by COVID.

Problem Statement 2: Teachers desire more instructional feedback to improve the quality of their instruction. **Root Cause:** Administrators are pulled in crisis and have observation feedback cycle is interrupted.

Problem Statement 3: Students feel like they are not celebrated for their hard work and accomplishments contributing and impacting perception surveys. **Root Cause:** Limits in the approved vendors to support student awards.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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 1: Increase student achievement through continuation of the four power meetings and data tracking systems for goal achievement.

High Priority

HB3 Goal

Evaluation Data Sources: Power Meeting Protocols
STAAR Campus Reports
Campus Data Packet
Weekly DOL Trackers
Teacher FFL dat

Strategy 1 Details	Reviews			
Strategy 1: Use the All in Learning system to track student progress towards Meets (60%) and Masters (30%)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students performing at meets and masters level	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leadership Team including AP's, CIC's and Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** All in Learning Program/App - 211 - Title I, Part A - 211-11-6399-2R-187-2-30 - $5,000				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create learner profiles in data binders with students that track performances on MAP assessments and Priority Standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students performing at meets and masters level. Teachers will track progress for reteach and tutoring for higher mastery on priority standards. Evidenced through weekly assessments. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Coaches, and Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will maintain up dated and accurate data walls, that indicate the students performing at Does Not Meet, Approaches, Meets and Masters. Teachers should outline incentives for increases in student performances toward Master Level along with the goals for each performance level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Visual representations of classroom performance and provide opportunities for celebrations and supporting the classroom cohesiveness. **Staff Responsible for Monitoring:** Administrators, CIC's, and Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Teacher leaders will engage in summer planning to review the curriculum for the first 3 weeks of school. They will plan, supplement the curriculum resource, and rehearse the lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved tier 1 instruction through performance on the weekly assessments and higher mastery for those TEKS. **Staff Responsible for Monitoring:** Teachers, CIC's, and Admin **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Supplemental Pay - 211 - Title I, Part A - $2,000				

Strategy 5 Details	Reviews			
Strategy 5: Fortify the new teacher mentoring processes on campus. Identify a mentor lead and establish a calendar and topics for discussion that relate to the different times of year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers are prepared and have the information and tools they need. Stronger Domain 4 scores on TEI for the mid year and summative. **Staff Responsible for Monitoring:** Admin CIC Mentor Lead Mentors **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Snacks for new teacher meetings - 211 - Title I, Part A - $500				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 2: Increase the percentage of all student groups in grades 3-5. Approaches level from 71% to 85%, meets level from 44% to 65%, and masters level from 23% to 35%. Our Special Education Subpopulation will go from 22%at Meets in Reading to 35%, and 17% Meets in Math to 32%

High Priority

Evaluation Data Sources: STAAR Campus Reports 2021 and 2022

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will continue to utilize math programs for students to engage in self paced lessons to support the TEKS and STAAR (Dream Box, Imagine Math, Education Galaxy	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed their personal math goals in grades 3-5. **Staff Responsible for Monitoring:** Math teachers, Math CIC, Math AP and Principal - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
Strategy 2: Students will use testing materials to assist preparation for the STAAR math and science for grades 3-5.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will reach their performance bands and increase our domain to overall 85% scaled. **Staff Responsible for Monitoring:** Teachers, CIC, and Math AP - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
Strategy 3: Students in 3rd-5th grades will utilize digital platforms that align to STAAR online for reading, math, and science, such as SIRIUS to address learning loss by accelerating academic gains and addressing student needs and accelerate learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The impact of successful implementation of the SIRIUS platform will allow over 60%of our students to be at the meets and master performance levels on the Spring 2023 STAAR assessment. The aligned practice will equip our 3-5th grade students with the experience of navigating standards in a STAAR interface. **Staff Responsible for Monitoring:** Principal and Assistant Principals, and CIC's **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** SIRIUS License - 211 - Title I, Part A - $3,500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 percent to 56 percent by June 2025.

Performance Objective 1: Student Achievement on the third grade reading STAAR will increase from 48% to 60% at meets level. Our African American subpopulation will go from will go from 61% at Meets to 75% at Meets and our Hispanic subpopulation will go from 52% at Meets to 67% at Meets.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Campus Reports
Leadership Tracker
Campus Data Packet

Strategy 1 Details	Reviews			
Strategy 1: Instructional Calendars and Common Assessments will be created, analyzed and reviewed in the week before the last week of the grading period for grades K-2. This will occur through the look forward and look back power meetings. **Strategy's Expected Result/Impact:** Tightly aligned and planned lessons and higher scores on the TEI indicators 2.1 and 2.2. **Staff Responsible for Monitoring:** CIC and Teachers - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet vertically and horizontally at least once a six weeks to discuss and learn standards in depth and ensure alignment on strategies. **Strategy's Expected Result/Impact:** Tighter vertical alignment across grade levels and close the learning gaps. **Staff Responsible for Monitoring:** Administrators, CIC's and CILT - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide differentiated training of guided reading for veteran teacher, new teachers and support staff(TA's) for delivery and intervention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through data tracking, students will be reading on level or beyond grade level by the EOY reading assessments. **Staff Responsible for Monitoring:** Reading CIC and Reading AP - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will be provided resources for intervention to use with their struggling students in 3-5th grade reading. (LLI and Rally resources)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Close the reading gap for struggling learners. **Staff Responsible for Monitoring:** Reading AP and Reading CIC - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Rally Reading Materials - 211 - Title I, Part A - $1,500, LLI- Fountas and Pinnell kit - 211 - Title I, Part A - $1,500				

Strategy 5 Details	Reviews			
Strategy 5: Targeted Students will participate in Friday Night Lights tutoring program. Those students who are in close to the approaches or meets performance levels will be targeted.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students in Approaches will be pushed to the Meets performance on from CA 1 to the ACP **Staff Responsible for Monitoring:** AP's, CIC's and Teachers - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Teacher FNL supplemental pay - 211 - Title I, Part A - $2,000				

Strategy 6 Details	Reviews			
Strategy 6: Students will use testing materials to assist in the preparation for the STAAR reading and writing for grades 3-5.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will reach their performance bandas and increase our Domain 1 component to 85% **Staff Responsible for Monitoring:** Admin, 3-5 teachers, CIC's **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** testing prep materials - 211 - Title I, Part A - $500				

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

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 percent to 56.0 percent by June 2025.

Performance Objective 1: We will increase our domain 1 raw score for 3-5 from 46 to 55

High Priority

Evaluation Data Sources: Leadership tracker
STAAR reports

Strategy 1 Details		Reviews		
Strategy 1: Implement weekly tutoring to target tier 2 and tier 3 students in grades 3-5 for reading and math.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase the number of students performing at the meets and masters levels.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CIC's, AP's and Principal **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Supplemental Tutoring pay - 211 - Title I, Part A - 211-11-6118-ED-187-2-30 - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 1: We will increase rigor through implementation of higher order thinking questions throughout the 'I do' and 'we do' portions of the lesson cycle.

High Priority

HB3 Goal

Evaluation Data Sources: DOL trackers
Weekly assessement scores
Common Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will identify and track progress of students previously at the Masters level and develop a plan to ensure that students maintain Masters level performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure the number of students performing at the Masters level so that we can secure higher achievement in Domain 1 **Staff Responsible for Monitoring:** Admin, Teachers and CIC's **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 2: 100% of students in K-5 will engage in college going activities to promote college awareness and readiness.

Evaluation Data Sources: Counselor Surveys
Counselor Calendar of events

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in monthly activities (College Gear Days)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Pictures and other artifacts that evidence these activities.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture					
Strategy 2 Details		Reviews			
Strategy 2: Students will participate in College and Career Day so that they are exposed to a variety of college and career path options.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student exposure to less known college and career paths.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Snacks for presenters - 211 - Title I, Part A - $300					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 5: DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

Goal 6: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Performance Objective 1: Student participation in extra curricular activities will increase to from 75% to 80%

Evaluation Data Sources: Campus Activity Reports
UIL Reports
Lone Star Participation log
Student Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Teacher Assistants will establish clubs for students in K-2 and 3-5 for students to engage in once a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have positive experiences with campus and be motivated to come to school to perform.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Activity Coordinator Admin Teacher Assistants Parent Liaison - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Hands on Materials for students - 211 - Title I, Part A - $700				
Strategy 2 Details	**Reviews**			
Strategy 2: 100% of students will participate in extracurricular activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen the relationships with teachers and positively impact perceptions through the student surveys.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Students Activity Coordinator Admin Teachers - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Students will engage in educational experiences outside the classroom at educational field trip sites	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen authentic educational experiences and background knowledge of the TEKS	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Librarian Admin - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Buses - 211 - Title I, Part A - $2,000				

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

Goal 6: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Performance Objective 2: Student Responses on the student perception surveys will be at 85%in all areas of the school.

Evaluation Data Sources: Student Response Surveys
Panorama Reports

Strategy 1 Details	Reviews			
Strategy 1: We will provide assemblies by 9 weeks to ensure motivation and encouragement for positive citizenship, attendance and academics.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in referrals, increase in daily attendance, and increase in academic performance **Staff Responsible for Monitoring:** Counselors AP's Teachers - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Awards - 211 - Title I, Part A - $1,500				

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

Goal 7: 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 1: Increase the percentage range for positive responses on the parent survey to range from 70%-76% to 85% -90% positive responses.

Evaluation Data Sources: Parent Surveys
Compliments on the Let's Talk platform

Strategy 1 Details	Reviews			
Strategy 1: Provide 1 parent night each semester to support Reading, and Math/Science.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen connection with families to partner with school and result in positive academic achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: admin counselors team leads and grade levels - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Coffee with the Principal Meetings once a month where we provide information and resources for parents on supporting their children in academic successes	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Strengthen connections with families to partner with school and result in positive academic achievement **Staff Responsible for Monitoring:** Admin parent liaison Counselors - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Use the All in Learning system to track student progress towards Meets (60%) and Masters (30%)

Campus Funding Summary

			211 - Title I, Part A		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	All in Learning Program/App	211-11-6399-2R-187-2-30	$5,000.00
1	1	4	Supplemental Pay		$2,000.00
1	1	5	Snacks for new teacher meetings		$500.00
1	2	3	SIRIUS License		$3,500.00
2	1	4	Rally Reading Materials		$1,500.00
2	1	4	LLI- Fountas and Pinnell kit		$1,500.00
2	1	5	Teacher FNL supplemental pay		$2,000.00
2	1	6	testing prep materials		$500.00
3	1	1	Supplemental Tutoring pay	211-11-6118-ED-187-2-30	$10,000.00
4	2	2	Snacks for presenters		$300.00
6	1	1	Hands on Materials for students		$700.00
6	1	3	Buses		$2,000.00
6	2	1	Awards		$1,500.00
7	1	1			$1,000.00
				Sub-Total	$32,000.00
				Budgeted Fund Source Amount	$32,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$32,000.00
				Grand Total Spent	$32,000.00
				+/- Difference	$0.00