Brownsboro Independent School District

Chandler Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

BISD will encourage, empower, and equip all students to achieve their full potential.

Legal References

Each School district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each School year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Vision

Better today.... greater tomorrow.

Value Statement

We Believe:

Every student is a perfect creation who deserves a chance
Every child has value and deserves the very best we can give
Everyone matters at Brownsboro ISD
A small-town atmosphere leads to stronger relationships
We are a family-community-first district
The BISD community will support anything that benefits students
We use different measures of success than just test scores
Out of the box thinking excites students and teachers
Facilities are not a measure of what can happen inside them
We can be the "go to" district

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus needs assessment was conducted in April of 2024 for the 2024-2025 school year. Teams of Chandler Elementary staff members met to identify the campus's areas of strengths and needs. Each team determined the three greatest areas of need for improving student achievement.

Teams collaborated and used campus data to focus on all students, including each specific student sub-group; economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and limited English proficient students. State standards, local instructional practices, professional development opportunities

The top three needs from each area were reviewed by the Campus Educational Improvement Committee. The CEIC collaborated and agreed upon the top three campus needs. The top three needs were submitted to the district for review by the District Educational Improvement Committee. All collected information has been used to determine the 2024-2025 Campus Improvement Plan goals and strategies.

24-25 CEIC Summary of Findings

1. Provide students with ongoing reading and math support based on formative and summative assessment data through small group instruction, research based instructional strategies, and utilizing intervention teachers to meet the needs of all students.

2. Provide teachers with ongoing reading, writing, math, science and social studies curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams. As well as support with technology applications and computer literacy for teachers and students.

3.Provide opportunities for students and families to be more involved around the campus through campus wide programs, leadership activities, and volunteer programs.

Demographics

Demographics Summary

2024-2025

Chandler Elementary School serves 399 students in Head Start, Pre-Kindergarten, Kindergarten, and 1st - 3rd Grades.

- Update Demographic information:
    - 61.4% Economic Disadvantage
    - 5.52% Emergent Bilingual
    - 18.8% Hispanic
    - 69.42% White
    - 4.26% African American
    - 5.01% Muli
    - 1% American Indian
    - 1.25% Asian
    - 3.67% Homeless

The Demographics Campus Needs Assessment Committee consisted of the following members:

Ellis - 3rd Grade
Reid - 1st Grade
Richardson - 2nd Grade
Durham - Kindergarten
Pagitt - 1st Grade

Demographics Strengths

Strengths:

1. Multitude of ethnicities represented on campus.
2. Student to teacher ratios.
3. ESL certifications for student demographics of EB.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase SPED support for large SPED demographic. **Root Cause:** Teacher does not have adequate time due to a large caseload to focus on individual goals and promote student growth and success.

Problem Statement 2: Continued support for community involvement for low socioeconomic demographic.

Problem Statement 3: Bilingual supports and training for students and parents.

Student Achievement

Student Achievement Summary

Local, State and Federal data was reviewed in April 2024.

The Student Achievement Committee consisted of the following members.

Green - 2nd Grade
Beebe - 1st Grade
Williams - 3rd Grade
Arvizo - HS Aide
Pollard - RtI

Student Achievement Strengths

Strengths:

1. Incorporating curriculum such as Heggerty, Benchmark Phonics, number talks, target math, STEMscopes & problem of the day
2. RtI Math & Reading pullout
3. Continued support from teachers, support staff and administration

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Provide students with ongoing reading and math support based on formative and summative assessment data through small group instruction, research based instructional strategies, and utilizing intervention teachers to meet the needs of all students. **Root Cause:** -Continue to consistency implement Heggerty & Benchmark Phonics -Guided reading and small group training and assistance for new staff members.

Problem Statement 2 (Prioritized): Provide teachers with ongoing reading, writing, math science and social studies curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students. **Root Cause:** -Digital and print resources to support district curriculum. -Training and modeling of the new district Simplify Writing curriculum when needed.

Problem Statement 3: Tier 1 instruction in the classroom. **Root Cause:** Ensuring teachers are utilizing the curriculum and resources in whole and small group instruction.

School Culture and Climate

School Culture and Climate Summary

Students enjoy being at school and are excited about their achievements, campus activities and events taking place. Over all staff morale is high and teachers enjoy collaborating with one another and administration.

The School Culture and Climate Committee consisted of the following members:

Storr - SPED Aide
Ashcraft - Music
Moore - SPED
McLean - Kindergarten
Reese - PE Coach

School Culture and Climate Strengths

Strengths:

1. Supportive and innovative administration.
2. Encouraging and friendly staff and co-workers
3. High community involvement
4. Highly qualified staff
5. A strong PTO that works hard for the good of the school

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to continue monthly morale incentives for teachers and staff.

Problem Statement 2: Attainable and tangible reward system **Root Cause:** Using a positive reward system school wide to decrease discipline.

Problem Statement 3: Use a common language across campus for school expectations.

Problem Statement 4 (Prioritized): Provide teachers with ongoing reading, writing, math science and social studies curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students. **Root Cause:** -Digital and print resources to support district curriculum. -Training and modeling of the new district Simplify Writing curriculum when needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Staff Quality, Recruitment, and Retention Committee consisted of the following members.

Bennett - SPED Aide
Cannon - SPED Aide
Hines - RtI
Sims- Kindergarten
Thomison - Dyslexia

Staff Quality, Recruitment, and Retention Strengths

Strengths

1. Incentive Stipends for teacher retention and education foundation support.
2. Comp Days and PD by the local district and instructional coaches. Comp days allow teachers to do training in the Summer so they can take off certains days in the year. Staff is asked what areas of PD they would like to have at the beginning of the school year.
3. We have highly qualified teachers who are experienced. Administrators provide resources to teachers to help in the classroom.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Mentor & Buddy follow through. **Root Cause:** New teachers need to be assigned a mentor that checks in routinely and completes observations.

Problem Statement 2 (Prioritized): Provide teachers with ongoing reading, writing, math science and social studies curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students. **Root Cause:** -Digital and print resources to support district curriculum. -Training and modeling of the new district Simplify Writing curriculum when needed.

Problem Statement 3: Behavior and classroom management professional development/training to reduce behavior issues.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data drives our instruction, how we adjust our instruction, and guides RtI decisions. Student growth is our focus.

The Curriculum, Instruction, and Assessment Committee consisted of the following members.

Hoffman - 2nd Grade
Poole - SPED Aide
Covington - 1st Grade
Adair - 3rd Grade
Voyles - RtI

Curriculum, Instruction, and Assessment Strengths

Strengths

1. We have implemented Heggerty daily at the K-2nd level and are starting the new program Benchmark Phonics currently. Lone star learning is a great strength for spiral review continuously throughout the school year. SPIRE was implemented in RtI this year. It is a strong phonics based program that has shown positive results across 1st-3rd making sure students have a strong phonological awareness.
2. There is a push for more rigorous and meaningful lessons, activities, expectations, testing, and instruction at all grade levels. The end goal is that all students receive a quality education that will set foundational skills in place before they leave our campus. (Domain 3 Closing the Gap)
3. There is a strong support from campus administration. They are making sure they check in with teachers and staff, attend and conduct PLC meetings, provide support in academics and provide resources and materials.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Provide teachers with ongoing reading, writing, math science and social studies curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students. **Root Cause:** -Digital and print resources to support district curriculum. -Training and modeling of the new district Simplify Writing curriculum when needed.

Problem Statement 2 (Prioritized): Provide students with ongoing reading and math support based on formative and summative assessment data through small group instruction, research based instructional strategies, and utilizing intervention teachers to meet the needs of all students. **Root Cause:** -Continue to consistency implement Heggerty & Benchmark Phonics -Guided reading and small group training and assistance for new staff members.

Parent and Community Engagement

Parent and Community Engagement Summary

CES has a large number of parents, grandparents, and community members who attend our functions on a regular basis. Community members are usually involved by volunteering their services. CES has parents and community members on the CEIC.

The Family and Community Involvement Committee consisted of the following members.

Patterson - Counselor
Parmer - HS Aide
Kiker - Kindergarten
Phillips - 3rd Grade

Parent and Community Engagement Strengths

Strengths

1. Communication among staff; via the app Parent Square
2. Communication with parents, via the app Parent Square
3. Physical, emotional and social needs of students are met through several events provided by staff, community members and family members.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Provide opportunities for students and families to be more involved around the campus through campus wide programs, leadership activities, and volunteer programs.

Problem Statement 2: Increase parent involvement in PTO.

Problem Statement 3: community businesses continue to share their services

School Context and Organization

School Context and Organization Summary

The School Context and Organization Committee consisted of the following members.

Douglas – HS Teacher
Hall – 2nd Grade
Fritch – HS Aide
Conklin – 2nd Grade

School Context and Organization Strengths

Strengths

1. Implementing Bear Bucks & Bear Store as positive reinforcement for good behavior, good character, and hard work.
2. Teachers & Aides are supported with behavioral students.
3. Parent accountability and engagement seems higher this year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Provide teachers with ongoing reading, writing, math science and social studies curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students. **Root Cause:** -Digital and print resources to support district curriculum. -Training and modeling of the new district Simplify Writing curriculum when needed.

Problem Statement 2: Continue student leadership opportunities.

Problem Statement 3: Increased time between lunches.

Technology

Technology Summary

We are a 1:1 campus with iPads for Pre-K-1st grade and Chromebooks for 2-3 grade.

The Technology Committee consisted of the following members.

Yowell - 3rd Grade
Watson - Kindergarten
Parker - Kindergarten
Johnson - Media Specialist
Holland - Pre-K

Technology Strengths

Strengths

- 1:1 Devices for students
- Online testing format begins in Kindergarten
- Designated computer time built into each week for students

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Provide teachers with ongoing reading, writing, math science and social studies curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students. **Root Cause:** -Digital and print resources to support district curriculum. -Training and modeling of the new district Simplify Writing curriculum when needed.

Problem Statement 2: Technology and computer skills directly taught so students can learn specific skills needed for STAAR, starting in Kindergarten. **Root Cause:** Students are struggling with using a keyboard, mouse and how to type in documents. During media lessons in the library the media specialist will cover these topics along with digital safety.

Problem Statement 3: Replace 1st grade iPads with Chromebooks so they can begin learning typing skills and word processor skills sooner.

Priority Problem Statements

Problem Statement 1: Provide students with ongoing reading and math support based on formative and summative assessment data through small group instruction, research based instructional strategies, and utilizing intervention teachers to meet the needs of all students.

Root Cause 1: -Continue to consistency implement Heggerty & Benchmark Phonics -Guided reading and small group training and assistance for new staff members.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: Provide teachers with ongoing reading, writing, math science and social studies curriculum support through the district instructional coaches and math consultant, classroom observations, professional development, and collaboration time with grade level teams as well as on going support with technology applications and computer literacy for teachers and students.

Root Cause 2: -Digital and print resources to support district curriculum. -Training and modeling of the new district Simplify Writing curriculum when needed.

Problem Statement 2 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Technology

Problem Statement 3: Provide opportunities for students and families to be more involved around the campus through campus wide programs, leadership activities, and volunteer programs.

Root Cause 3:

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

- T-TESS data

Parent/Community Data

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

Goals

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: 1.1 Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

Evaluation Data Sources: By May 2025 100% of students in preschool through 3rd grade will have an increase in the number of career and college exploration opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Promote a college going culture by having staff display college information in the classrooms/office (CES College Days. posters, banners, brochures, pennants, etc). **Strategy's Expected Result/Impact:** Campus is seen as clearly promoting higher education. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Provide career awareness through campus planned and ongoing activities including but not limited to business persons presenting virtually (career week) and educational programs. **Strategy's Expected Result/Impact:** Scheduled events on calendar. Students will be exposed to a variety of careers to consider for their future. **Staff Responsible for Monitoring:** School Counselor, Librarian, Teachers, Administrators **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: 1.2 Increase the number of students taking AP/Pre-AP and the ACT/SAT by 40% and the student scores will exceed the national average

Evaluation Data Sources: By May 2025 100% of students will increase proficiency in oral language usage and writing including but not limited to classroom assignments, reading levels, and local assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Utilize word work strategies, Heggerty Phonemic Awareness (Pre-K-2), Fountas & Pinnell, Benchmark Phonics and Word Study materials during the Literacy block to increase student understanding of spelling and word meaning to prepare students to take the ACT/SAT. **Strategy's Expected Result/Impact:** Literacy Guided Reading lesson plans **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Utilize word walls to build vocabulary knowledge and skills to prepare students for the ACT/SAT. **Strategy's Expected Result/Impact:** Classroom Word Walls Portable Word Walls - 3rd Grade **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Utilize Summit K-12 for all ESL students. **Strategy's Expected Result/Impact:** All ESL students will log required time in Imagine Learning each week. **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: 1.3 By May 2025 90% of all K-3 students and student sub-groups will improve reading/ELA student performance as measured by the MAP Reading assessment.

High Priority

Evaluation Data Sources: By May 2025, 90% of all K-3 students and each student group, including Special Education students tested, will increase performance on the MAP Reading assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: District instructional coach will assist Pre-K-3rd grade teachers on ELAR curriculum materials. Literacy components will include Guided Reading, Interactive Read Alouds, Shared Reading, Independent Reading, Reading Mini Lessons, and Writers Workshop. **Strategy's Expected Result/Impact:** Text Level Progress Monitoring Form **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will administer and analyze weekly running records based on student need. **Strategy's Expected Result/Impact:** Running Records **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: iPads and Chromebooks will be used to engage students in ELA activities to improve reading performance. **Strategy's Expected Result/Impact:** Formative Assessments **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
Strategy 4: Text level books from the Literacy Library, curriculum materials, and web based resources will be used to individualize text levels to differentiate student reading level needs.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Running Records, Text Level Progress Monitoring Form **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will collaborate with their team and the district instructional coach during select PLCs to review, learn, and confirm literacy implementation and successful instructional reading and writing strategies using the BISD ELA Framework.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: PLC notes **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
Strategy 6: Use grade level appropriate writing rubrics to score and conference with students to address and improve student writing utilizing the resources provided by the district instructional coaches K-3.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Writing Samples with rubric scores and observations. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
Strategy 7: Utilize Fountas and Pinnell Classroom materials K-3. As well as resources provided by the district instructional coaches.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Running Records, Text Level Progress Monitoring Form **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 8 Details	Reviews			
Strategy 8: Utilize the MAP Reading Assessment and data reports for K-3 students to monitor student progress.	Formative			Summative
Strategy's Expected Result/Impact: Progress data for each individual student in K-3	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 9 Details	Reviews			
Strategy 9: Provide 6 weeks of intense, accelerated reading instruction during the school day to meet the needs of all students before administering the STAAR in 3rd Grade.	Formative			Summative
Strategy's Expected Result/Impact: Record of activities	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 10 Details	Reviews			
Strategy 10: Small group in the classroom support for reading intervention.	Formative			Summative
Strategy's Expected Result/Impact: Running records and Progress Monitoring	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal and Intervention Teachers and HQ Intervention Aide **TEA Priorities:** Build a foundation of reading and math				

Strategy 11 Details	Reviews			
Strategy 11: Use intervention teachers to provide individual small group instruction in reading for at risk students.	Formative			Summative
Strategy's Expected Result/Impact: Students attend intervention classroom weekly	Nov	Jan	Mar	May
Staff Responsible for Monitoring: RTI Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 12: Use technology applications and instruction in the classroom to improve student achievement in reading for at risk students. **Strategy's Expected Result/Impact:** Students utilizing technology applications in the classroom **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 13: Use Scholastic Benchmark Kits and Literably to assess 1st-3rd grade students reading levels at the BOY, MOY, and EOY to promote consistency across campus (Kinder - MOY & EOY). **Strategy's Expected Result/Impact:** Record of assessment **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: 1.4 By May 2025 90% of all K-3 students and student sub-groups will improve math student performance as measured by the MAP Math assessment.

High Priority

Evaluation Data Sources: By May 2025 90% of all K-3 students and each student group, including Special Education students tested, will increase performance on the MAP Math assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Daily spiral review activities. *K-1 = part of daily calendar routine, LoneStar Math Target board, Stemscopes, Number Talks, Problem of the Day, Guided Math, Dream Box, Progress Learning *2nd-3rd = LoneStar Math Target Board, Stemscopes, Number Talks, Problem of the Day, Guided Math, Dream Box, Progress Learning **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Math station activities that provide practice on current and spiral student expectations. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Emphasis on modeling and regular use of academic vocabulary outlined in the TEKS Mastery Series chart. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Use of iPads and Chromebooks to engage students in math activities and to informally assess student understanding. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Small group in the classroom support for math Intervention. **Strategy's Expected Result/Impact:** Progress Monitoring **Staff Responsible for Monitoring:** Principal and Intervention teacher and HQ Intervention Aide **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Use intervention teachers to provide individual small group instruction in math for at risk students. **Strategy's Expected Result/Impact:** Students attending intervention classroom weekly **Staff Responsible for Monitoring:** RTI Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7: Use technology applications and instruction in the classroom to improve student achievement in math for at risk students. **Strategy's Expected Result/Impact:** Students utilizing technology applications in the classroom **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: 1.5 By May 2025 100% of all students and student sub-groups will improve science student performance as measured by district and classroom assessments.

Evaluation Data Sources: By May 2025 100% of all students and each student group, including Special Education students tested, will increase performance on classroom assessments and local 9 week unit assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Use of Stemscopes resources, Science Journals and notebooks. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Use of Interactive Read Alouds related to specific Science concepts in Pre-K-3rd Grade (concept development through literature). **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Use of engaging technology like Brain Pop, Brain Pop Jr., Progress Learning, Etc. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Science vocabulary development activities (modeling, games, etc) using vocabulary from the Science IFD. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Utilize CLI science evaluation for Pre-K and Head Start students. **Strategy's Expected Result/Impact:** Record of evaluation **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Use unit assessments to monitor student progress **Strategy's Expected Result/Impact:** Record of evaluation **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: 1.6 By May 2025 100% of all students and student sub-groups will improve social studies student performance as measured by district and classroom assessments.

Evaluation Data Sources: By May 2025 100% of all students and each student group, including Special Education students tested, will increase performance on classroom assessments and local 9 week unit assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Use of engaging technology like Brain Pop, Brain Pop Jr., Progress Learning, etc. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Make connections from literature shared in the classroom with Social Studies concept development. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Social Studies vocabulary development activities (modeling, games, etc) using vocabulary from the Social Studies IFD. **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Use unit assessments to monitor student progress **Strategy's Expected Result/Impact:** Record of evaluation **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 7: 1.7 By May 2025 we will provide 100% of all students identified as needing support through the Limited English Proficient (LEP), At-Risk and Gifted and Talented programs with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement.

High Priority

Evaluation Data Sources: By May 2025 100% of all students and each student group, including Special Education students tested, will increase performance on classroom assessments, local 9 week curriculum based and unit assessments, and state assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Provide EL students access to Summit K-12 to strengthen language skills to support language acquisition and promote success in reading comprehension and fluency. **Strategy's Expected Result/Impact:** Student usage reports, student formative and summative assessment results. **Staff Responsible for Monitoring:** Assistant Principal, and Classroom Teacher **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Provide reteach/intervention time inside the regular school day to address the needs of students identified as At-Risk. **Strategy's Expected Result/Impact:** RtI intervention schedules, formative and summative assessment results. **Staff Responsible for Monitoring:** RtI Teachers, Dyslexia Teacher, Administrators, Counselor and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Provide an ESL Certified Teacher to all identified ESL students. **Strategy's Expected Result/Impact:** ESL Certification documents. **Staff Responsible for Monitoring:** ESL Teacher, Administrators, Counselor **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
Strategy 4: Collaborate as an RtI team to review MAP data to track student support needs on a regular basis to ensure identification of At-Risk students.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: RtI Intervention Reports, RtI Intervention meeting notes, MAP data, formative and summative assessment results. **Staff Responsible for Monitoring:** RtI Teachers, Administrators, Counselor and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: Provide pull-out program that expands upon and challenges students with the prescribed curriculum to address the needs of students identified as Gifted and Talented as well as GT field trip experiences.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: GT Lesson plans, student projects, student presentations, formative and summative assessments results. **Staff Responsible for Monitoring:** Gifted and Talented Teacher, Administrators, and Counselor **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
Strategy 6: Create and implement Individualized Education Plans to address the needs of students identified as needing/ requiring Special Education services.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: ARD and IEP documents, formative and summative assessment results. **Staff Responsible for Monitoring:** Director of Special Ed, Diagnosticians, Administrators, and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
Strategy 7: Provide allowable and required accommodations to address the needs of students identified as 504.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: 504 Documents, formative and summative assessment results. **Staff Responsible for Monitoring:** Counselor, Dir. or Federal Programs, Administrators, and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8: Provide support with ESL dictionaries and dictionaries. **Strategy's Expected Result/Impact:** Formative and summative assessment data **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 8: 1.8 By May 2025 we will provide 100% of all students identified as homeless through the McKinney-Vento form with campus support.

Evaluation Data Sources: By May 2025 100% of all students identified as homeless through the McKinney-Vento form will increase performance on classroom, local, and state assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement strategies to support the enrollment, attendance, and success of homeless children and youth (Ex: Bear Necessities food program, offering supplies, counselor support). **Strategy's Expected Result/Impact:** Counselor documentation and Formative and summative assessment results **Staff Responsible for Monitoring:** Counselor and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Provide homeless students with school supplies and basic hygiene necessities provided by reserved federal funds. **Strategy's Expected Result/Impact:** Supplies provided **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 9: 1.9 By May 2025 90% of all Pre-K and Head Start students will improve their reading and math performance as measured by the CLI Engage assessments.

Evaluation Data Sources: By May 2025 90% of all Pre-K and Head Start students, including each student group and Special Education students tested, will increase reading and math performance on the CLI Engage assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Daily Spiral Review Activities and small group instruction *Pre-K/Head Start - Follows Ready to Advance Curriculum with fidelity and utilizes Heggerty Phonemic Awareness **Strategy's Expected Result/Impact:** Review formative assessments weekly and summative data each 9 weeks. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.

Performance Objective 1: 2.1 We will base all resource allocations on thorough analysis of student performance data annually.

Evaluation Data Sources: We will review T-TESS, PLC notes, and local and state assessment data each 9 week period.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Provide 6 weeks of intense, reading and math accelerated instruction during the school day to meet the needs of all students before administering the STAAR in 3rd Grade. **Strategy's Expected Result/Impact:** Record of activities **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Analyze CBA and Mock STAAR results to identify the intervention/enrichment needs of all students. **Strategy's Expected Result/Impact:** Record of activities **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Analyze CLI and Brigance results at beginning, middle and end of year to identify and support students in need of small group, intensive support in Head Start and Pre-K. **Strategy's Expected Result/Impact:** Record of activities, Lesson Plans, CLI and Brigance reports **Staff Responsible for Monitoring:** Head Start & Pre-K Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Meet during the school year with CIS to support students for campus transition (from Primary to Intermediate) and meet with our sister campus (BES) to ensure curriculum alignment **Strategy's Expected Result/Impact:** Record of activities **Staff Responsible for Monitoring:** Administrators at CIS, BES, and CES and Teachers at CIS, BES and CES **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: CEIC will annually review and report the student achievement results of the campus-based student intervention pull out in school interventions and RtI growth analysis and determine whether the programs should be continued, modified, or discontinued. **Strategy's Expected Result/Impact:** Record of activities/meeting notes **Staff Responsible for Monitoring:** Administrators and CEIC Members **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Use District Instructional Coach to provide staff development to teachers as well as assist with curriculum strategies for teachers and students. **Strategy's Expected Result/Impact:** Record of activities/Meeting notes **Staff Responsible for Monitoring:** District Instructional Officer and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: 3.1 By May 2025 we will provide opportunities for 100% of all students to develop character and soft-skills.

Evaluation Data Sources: By May 2025 we will review discipline referral reports, observations of student behavior, counselor's calendar of events, schedules, and records of campus activities.

Strategy 1 Details	Reviews			
Strategy 1: Provide classroom lessons on The Seven Habits of Happy Kids.	Formative			Summative
Strategy's Expected Result/Impact: Record of lessons and activities	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, School Counselor and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Provide weekly opportunities for students to practice their soft skills on campus (daily pledge leaders, classroom star collections, daily attendance helpers, other school wide programs or leadership opportunities).	Formative			Summative
Strategy's Expected Result/Impact: Collection of documented activities	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Counselor, Teachers, and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Provide students support through school wide PBIS and Tier 1 & 2 behavior interventions in the classroom.	Formative			Summative
Strategy's Expected Result/Impact: Records of support services	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Counselor, Teachers, and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Provide students classroom jobs and leadership roles at each grade level. **Strategy's Expected Result/Impact:** Record and descriptions of assigned jobs and leadership roles **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Utilize Positive Office Referrals, bear bucks and character awards to celebrate students as well as a campus Kindness Tree Display. **Strategy's Expected Result/Impact:** Record of activities, positive office referral "Brag Board", Bear Market store for students to spend their Bear Bucks **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Build a foundation of reading and math				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

Performance Objective 1: 4.1 We will ensure that all teachers are certified in the area they are teaching to meet ESSA requirements annually.

High Priority

Evaluation Data Sources: We will review SBEC and Human Resources Certification Records annually.

Strategy 1 Details	Reviews			
Strategy 1: Encourage staff participation in team building activities and provide campus incentives (jeans with spirit shirt days, Staff Shout Out Board, team activities, employee of the month, jeans passes, monthly drawings/celebrations)	Formative			Summative
Strategy's Expected Result/Impact: Record of activities **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Attend local job fairs to recruit highly qualified teachers.	Formative			Summative
Strategy's Expected Result/Impact: Record of activities and HR documentation **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Provide open communication opportunities through teacher surveys and shared Google documents as a discussion forum.	Formative			Summative
Strategy's Expected Result/Impact: Shared documents **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Utilize the district mentoring program for new teachers and teachers new to the district to provide instructional support. **Strategy's Expected Result/Impact:** Record of activities and EOY survey **Staff Responsible for Monitoring:** Principal, Mentor and Buddy teachers **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Strategically place students in classes by considering class size and special populations to promote student success **Strategy's Expected Result/Impact:** Record of activities **Staff Responsible for Monitoring:** Counselor and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Provide monthly morale incentives to CES staff **Strategy's Expected Result/Impact:** Record of activities **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: 5.1 We will ensure that all district facilities are safe and maintained.

High Priority

Evaluation Data Sources: We will utilize School Dude work order documents and maintain a visibly and operationally safe building daily.

Strategy 1 Details	Reviews			
Strategy 1: CEIC will ensure that an annual review of building and campus safety is conducted.	Formative			Summative
Strategy's Expected Result/Impact: Completed Safety Review **Staff Responsible for Monitoring:** Administrator, Director of Maintenance and Operations	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: BISD will maintain all district facilities	Formative			Summative
Strategy's Expected Result/Impact: Schedule of inspections and completed reports **Staff Responsible for Monitoring:** Director of Maintenance of Operations	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: BISD will develop a BISD long-range facilities plan.	Formative			Summative
Strategy's Expected Result/Impact: Board approved plan **Staff Responsible for Monitoring:** Director of Maintenance and Operations	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Utilize updated safety protocols related to COVID-19 and use our safety equipment (Key card Security System, Cameras, Raptor System, Panic Button, Centegix badges)	Formative			Summative
Strategy's Expected Result/Impact: Board approved updates **Staff Responsible for Monitoring:** District Resource Officer and Administrator	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Staff maintains safety through ensuring exterior doors remain shut and educates students on this safety practice.	Formative			Summative
Strategy's Expected Result/Impact: Safety Walks **Staff Responsible for Monitoring:** Administrators and Teachers	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Chandler Police Dept., BISD Police Dept., BISD provided security guard School Walkthroughs and Exterior Door Audits **Strategy's Expected Result/Impact:** Record of walkthroughs **Staff Responsible for Monitoring:** Administration & Chandler PD				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: 5.2 We will implement programs that enhance student safety and student relationships throughout the school year.

High Priority

Evaluation Data Sources: We will have a positive student classroom climate and safe school climate and facility in 100% of classrooms.

Strategy 1 Details	Reviews			
Strategy 1: Provide character trait lessons for students that address student safety and building positive relationships.	Formative			Summative
Strategy's Expected Result/Impact: Lesson Plans **Staff Responsible for Monitoring:** Counselor and Administrators	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Conduct campus safety drills to include fire, obstructed fire, lock-down, reverse evacuation, tornado, and shelter in place drills.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of safety drills **Staff Responsible for Monitoring:** Administrators	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Provide fire prevention and drug awareness programs.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of activities **Staff Responsible for Monitoring:** Administrators	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Create discipline management plan and communicate the campus plan to all staff, students, and families.	Formative			Summative
Strategy's Expected Result/Impact: Discipline management plan and documentation of staff training, parent newsletters **Staff Responsible for Monitoring:** Teachers and Administrators	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Help Center Safety Program for students Pre-K-3	Formative			Summative
Strategy's Expected Result/Impact: Documentation of activities **Staff Responsible for Monitoring:** Counselor and Administrators	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Utilize Conscious Discipline in Pre-K and Head Start classrooms	Formative			Summative
Strategy's Expected Result/Impact: Documentation of staff training **Staff Responsible for Monitoring:** Teachers and Administrators	Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
Strategy 7: Implement Behavior Intervention Plans with positive supports for Special Education students	Formative			Summative
Strategy's Expected Result/Impact: Documentation of BIP **Staff Responsible for Monitoring:** Diagnostician, Administrator, and Teachers	Nov	Jan	Mar	May

Strategy 8 Details	Reviews			
Strategy 8: Implement positive incentive systems for students in the classroom not responding to the classroom management plan (Ex: Sticker charts, Star Charts)	Formative			Summative
Strategy's Expected Result/Impact: Documentation of incentive system **Staff Responsible for Monitoring:** Counselor, Teachers, and Administrator **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	May

Strategy 9 Details	Reviews			
Strategy 9: Promote positive behavior and character traits through positive office referrals, bear bucks and positive messages around the building as well as a campus Kindness Tree Display.	Formative			Summative
Strategy's Expected Result/Impact: Messages posted around building **Staff Responsible for Monitoring:** Administrators	Nov	Jan	Mar	May

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: 6.1 By May 2025 we will provide multiple opportunities that will increase parent involvement and allow them to partner in their child's education.

High Priority

Evaluation Data Sources: By May 2025 we will have at least 10 parent involvement opportunities on campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Conduct two teacher/parent conferences in which the teacher will review Title 1 Compact, student performance, and other relevant student related information. **Strategy's Expected Result/Impact:** Parent conference logs **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Utilize Parent Square platform to communicate important and timely information as well as campus website and our campus Facebook page. **Strategy's Expected Result/Impact:** Parent Square, current, updated campus web pages and Facebook page **Staff Responsible for Monitoring:** Administrators, Campus Web Administrator, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Promote PTO by using Parent Square, Marquee, parent notes, and the PTO Facebook page. **Strategy's Expected Result/Impact:** Parent Square messages, Marquee and notes **Staff Responsible for Monitoring:** Administration and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Ensure students are involved in programs that encourage parent participation (Awards Ceremony, Grade level music performances, Grandparents Week Lunch, Head Start parent training, teacher newsletters, Parent Square, Field Trips, Fall Fest, class parties, Watch Dog Dad Program). **Strategy's Expected Result/Impact:** Documentation of programs and activities. **Staff Responsible for Monitoring:** Teachers, Administrators, District Community Involvement Coordinator and Web Administrator				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: The district will administer the campus Parent Involvement Survey and the CEIC will adjust strategies aimed at improving survey response and overall parent involvement. **Strategy's Expected Result/Impact:** Parent Involvement Survey **Staff Responsible for Monitoring:** Director of Federal Programs, Parent Involvement Coordinator: CEIC	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Ensure that third graders have the opportunity to tour Chandler Intermediate School during a transition activity before entering fourth grade **Strategy's Expected Result/Impact:** Documentation of transition activity **Staff Responsible for Monitoring:** Administrator	Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Provide parent trainings and home visits through our Head Start program. **Strategy's Expected Result/Impact:** Record of activities **Staff Responsible for Monitoring:** Head Start Teachers, Administrators	Nov	Jan	Mar	May

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Provide opportunities for parental involvement through campus events such as music programs by K-3, Fall Fest, hosting parent/academic nights, and other opportunities throughout the year. **Strategy's Expected Result/Impact:** Record of activities **Staff Responsible for Monitoring:** Administrators and Teachers	Nov	Jan	Mar	May

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: 7.1 By May 2025 100% of teachers will participate in professional development activities that will provide opportunities to become more effective and improve student performance.

Evaluation Data Sources: By May 2025 100% of teachers will complete professional development activities.

Strategy 1 Details	Reviews			
Strategy 1: Provide Reading Academy training, running record training, and LoneStar math training to designated teachers.	Formative			Summative
Strategy's Expected Result/Impact: Workshop certificates, Record of activities **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Provide Guided Reading, Writers Workshop, Shared Reading, Phonics and Interactive Read Aloud staff development through the BISD Instructional Coach.	Formative			Summative
Strategy's Expected Result/Impact: Classroom modeling sessions and PLC Notes **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Use District Instructional Coach to provide staff development to teachers as well as assist with curriculum strategies for teachers and students.	Formative			Summative
Strategy's Expected Result/Impact: Record of activities/Meeting notes **Staff Responsible for Monitoring:** District Instructional Officer and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Participate in sister campus team planning for curriculum alignment across the district. **Strategy's Expected Result/Impact:** Record of activities/Meeting notes **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Chandler Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Chandler Elementary School

Name	Position	FTE
Joanna Conklin (Ellis)	RTI Teacher	1

Title I Personnel

Name	Position	Program	FTE
Rachel Voyles	CES Intervention Teacher	Title I/RtI	1.0