

Aledo Independent School District

Coder Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing Greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The school has a population of 535 students. The ethnic representation is 2 Asian students at 0.4%, 3 Black-African American students at 0.6%, 398 White students at 74%, 100 Hispanic at 19%, 2 American Indian/Alaskan Native at 0.4% and 30 two or more ethnicities at 6%. 108 (20%) of the students at Coder are economically disadvantaged, 23 (4%) students are at-risk, 14 (3%) students are emergent bilingual, and 90 (17%) students participate in Special Education. The students of Coder Elementary have an attendance rate of 97% each day.

Coder Elementary can be described as a well-established and friendly learning community that promotes many school/family/community partnerships, has high instructional expectations and a wide variety of opportunities for students to expand their learning experiences. Coder is growing in diversity and varied economic backgrounds. At this school, we believe that all students can learn. With that thought in mind, Coder focuses on character education and leadership skills through activities involving all students, such as positive behavior intervention and support (PBIS) and the Positivity Project. Specific attention is given to student achievement through Professional Learning Communities, authentic literacy, interactive technology, Thinking Maps, Write From The Beginning, formal and informal assessments, and small group differentiated instruction.

Demographics Strengths

Strengths:

- Community involvement and support
- Parental involvement
- Professional Learning Community analyzes data to target areas of academic need and ways to improve teaching practices

Needs:

- Continue to plan for staffing needs in accordance with the needs of the student population
- Continue to use data to better serve our at-risk population through targeted interventions
- Continue to promote and celebrate diversity as the student population continues to change

Student Achievement

Student Achievement Summary

At Coder Elementary School, our students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in learner-centered and teacher-facilitated classrooms. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. Coder holds monthly RTI meetings with each grade level to discuss the needs of each individual student based on multiple pieces of data. This information is housed in a progress monitoring tracker and used to group students for intervention and determine how best to utilize our intervention and early literacy specialists.

Identified areas of improvement at Coder Elementary are the learning environment, enhanced use of higher-level questioning, and increased academic discussion. Coder will place a strong emphasis on improving the learning environment in the classroom by building strong relationships with students in order to allow them to use their unique talents to showcase their knowledge. Coder is working hard to build a community that works together to accomplish campus-wide behavioral and academic goals.

Problem of Practice: After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors in all settings during the school day resulting in frequent disruption of the learner environment.

Theory of Action:

- Guiding Coalition (consisting of grade level leads, reps from special populations, along with the campus leadership team) focused on identifying and addressing the behavioral needs of students.
- School-wide system for positive behavior interventions and supports
 - Grade-level teams identified explicit expectations for all areas of the school day (matrices)
 - Flow-chart for office-managed vs. teacher-managed behaviors with progression for persistent misbehaviors
 - Campus Student Incentive Plan-Coder Cash Store

According to data from the state-released STAAR Assessment in August 2024:

	Third Grade Reading	Third Grade Math	Fourth Grade Reading	Fourth Grade Math	Fifth Grade Reading	Fifth Grade Math	Fifth Grade Science
Approaches	92%	88%	93%	87%	88%	88%	81%
Meets	75%	63%	82%	77%	75%	73%	53%
Masters	37%	23%	43%	46%	49%	39%	30%

Coder Elementary teachers continue to improve their use of formal and informal assessments to monitor student progress. Teachers differentiate instructional strategies to meet diverse learners' needs. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers have the autonomy to adjust the content of lessons, the process of learning, and student products to provide differentiation for student needs. In addition, the increased use of instructional technology has created an interactive learning environment for all students.

Identified areas of improvement include aligning instructional goals with the state testing standards, teaching to the depth of the state standards, and using Curriculum Assessments to analyze student data. Raising the rigor of student critical thinking, increasing the relevance of student learning experiences and

engagement, and improving their ability to write across content areas, as well as making a year's worth of growth, will be the main focus areas. Staff development and vertical alignment will be utilized to meet these goals. Coder Elementary staff will work together in collaborative teams each week to plan interventions and extensions for students. Teachers will continue to use high-yield instructional strategies (Fundamental 5, Thinking Maps, Write From the Beginning, Workshop Model, Positivity Project, and others.) Social-emotional needs and growth will be the hub of our teaching as we develop ready, responsible, and respectful learners.

As a campus, we have implemented district instructional practices and developed processes that engage students through high-quality instruction. The master schedule was developed to allow for intervention and student tutoring.

Student Achievement Strengths

Strengths:

- Available assessment data including district common assessments and benchmarks, MAP, DRA, MClass, and IXL, is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students.
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, XtraMath, IXL, Write from the Beginning and Beyond, and Lexia.
- Instructional resources such as the literacy library, media center, Chromebooks, workshop model, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement.
- Staff support all learners through the PLC process and weekly collaborative team meetings.
- Funds in the amount of \$2,500 will be utilized to support student tutorials

Needs:

To continue fostering academic excellence and sustained growth on the STAAR assessment, it is essential that we build upon the progress made in recent years by providing targeted support for both students and teachers. While we have achieved measurable success, maintaining and enhancing this growth requires a focused effort on differentiated instruction, data-driven interventions, and professional development that empowers teachers to meet the diverse needs of our learners.

We also need to ensure that our instructional resources, intervention strategies, and assessment tools are aligned with STAAR standards and best practices for student achievement.

Coder Campus Allotment:

Title I \$54,476

Title I District Homeless \$1,655

Title II \$14,140

Title III District \$22,122

Title IV District \$11,314

District Culture and Climate

District Culture and Climate Summary

Many leadership opportunities for students and staff are offered to elicit more involvement in campus culture-building activities. Some of these opportunities include a PBIS Team, Runners Club, Student Council, Flag Crew, and Lead Jobs which encompass library aide, office aide, and announcement team as well as student ambassadors.

Based on Panorama results, teacher feedback, and instructional walk data, a new campus-wide behavior program has been developed. Students of the Month are based on admirable character and qualities that align with the Positive Performance program. A new celebration assembly will also take place each month to recognize students for demonstrating the P2 character trait of the month. A campus-wide implementation of "Coder Cash" will be used to track student behavior and recognize their effort to work towards the campus goal. Students will have the opportunity to shop at the "Coder Cash" store twice a month to spend their hard-earned incentive money for demonstrating ready, responsible, and respectful behavior across all settings during the school day. Finally, opportunities for strategic recognition of student successes in both the school and classroom will be developed by teacher leaders using student input to create a positive and encouraging school climate.

District Culture and Climate Strengths

School Culture and Climate Strengths

- Parents regularly share that Coder is a great fit for the cultural and emotional needs of their students.
- We encourage student leadership through student council and other student activities.
- Runner's Club is offered for all students in grades 2-5.
- Teachers have multiple opportunities to lead on campus.
- The campus provides student support activities such as Start with Hello Week, Coder Tailgate Party, Theme Thursday, Science Night, and World Read Aloud Day.
- Partner with the high school (art, Bearcat Besties, AHS Aspiring Teachers, etc.)
- P2 character of the month celebrations at lunch
- Choir is offered grades 4-5

Needs:

- Offer a selection of more diverse clubs to promote opportunities for diverse groups of students to become involved in campus activities.
- Implement strategic campus recognition of student successes by hosting award ceremonies each grading period, recognizing students on announcements, and awarding students.
- Extracurricular activities/clubs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Coder Elementary has an experienced and highly qualified staff consisting of 60 members. 34 of these staff members are teachers. Coder teachers receive support from an Instructional Specialist, Early Literature Specialist, plus an Intervention Specialist and a Special Education Instructional Facilitator. All Coder staff have additional endorsements on their certifications such as ESL, Gifted and Talented, and Early Childhood. Coder staff members participate in professional development activities that integrate cross-curricular instruction. Teachers are trained in differentiating instruction, the Science of Reading, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS, TBSI, New Teacher Orientation, district Gifted and Talented Training, and Fundamental 5. Teachers in Kindergarten through second grade also receive training in Really Great Reading, Guided Reading, Shared Reading, and Interactive Read Alouds.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. Coder uses the Guiding Coalition to help facilitate collaborative team meetings and determine areas for academic growth on campus. Grade level collaborative teams meet once a week as a professional learning community. The work of collaborative teams focuses on Learning, Collaborative Culture, and Evidence of Student Learning.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Staff attends research-based staff development in instructional practices, the Science of Reading, Fundamental 5, Thinking Maps, High-Level Questioning, Workshop Model and Promoting Academic Discussion through FSGPT (Frequent Small Group Purposeful Talk).
- Teachers target instruction to meet district, campus, and grade-level goals.
- Teachers are adept at creating lessons with digital components that are housed in Seesaw and Canvas Learning Management Systems.
- Librarian is providing T3 intervention for early-literacy in grades K-2.
- Instructional Specialist is providing T2 and T3 intervention in math and reading in grades 3-5.
- Professional staff members set both professional growth goals and student data-driven goals to ensure high levels of learning and pedagogy.
- Instructional rounds are available for teachers to attend for teachers for continuous education.

Needs:

- Staff recognition-Staff member of the month
- Highly-qualified PRIDE teacher
- Professional learning aligned to teacher needs and requests led internally
- Vertical alignment

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and instruction at Coder are TEKS-based. Coder teachers intentionally design instruction for students by embedding district-required components: We will/I will/So that I Can statements, HOT (Higher Order Thinking) questions, critical writing, and purposeful academic discussion. This year there will be an enhanced focus on high-level questions, frequent feedback, critical writing, lesson framing, and active participation, academic discussion, and the Workshop Model in order to better align the campus instructional focus with the district Problem of Practice. The curriculum is aligned through the district Scope and Sequence. Interventions by support personnel such as the ESL teacher and Dyslexia teachers are structured for small group instruction and individual progress and success. Our campus instructional specialist and half-time intervention specialist also provide support in all areas. Students are assessed to determine reading levels and work toward progress in fluency and comprehension within small-group guided reading. Writing and grammar skills are incorporated within reading instruction. Phonics skills are taught using Heggerty, Really Great Reading materials, Really Great Reading, and Fountas and Pinnell. In grades 3-5, RLA teachers use the Write from the Beginning and Beyond program and Pearson for English Language Arts and Reading instruction. The following programs and resources are used to support classroom instruction for other subjects: Math-Pearson and IXL; ScienceStemsopes; Social Studies-Social Studies Weekly and Scholastic News. Programs and resources are utilized to provide evidence of student achievement such as common assessments, mClass, Reading Playground, MAP, IXL, and DRA. Feedback from these tools allows teachers to tailor instruction to the individual needs of students

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction, and Assessment Strengths

- We meet as Professional Learning Community Collaborative Teams to focus on learning, a collaborative culture, and results orientation.
 - Teachers believe in the District's Instructional Focus and implement the initiatives consistently.
 - All grade-level teaching staff prior to the 2022-2023 school year participated in Instructional Rounds as an observer or observed at least once during the school year.
 - The 2024-2025 school year Instructional Rounds are currently scheduled for October 3, 2024 and January 15, 2025.
 - Teachers follow the District Scope and Sequence for each grade level and content to ensure quality instruction that is equitable to other campuses across the district.
 - Formative and summative assessment data drives instruction and the implementation of re-teaching and intervention is facilitated by individual teachers.
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- **Curriculum, Instruction, and Assessment Needs**
 - We will continue to monitor the academic progress of each student to ensure that all students are growing academically.
 - We will continue to increase proficiency in writing across all grade levels and all content areas.
 - We will continue to refine our campus RTI/SST process for academics and behavior. We will continue to increase learner engagement, relevance, and rigor in all classrooms.
 - We will continue to refine extensions for students who have demonstrated proficiency

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Problem of Practice: After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors in all settings during the school day resulting in frequent disruption of the learner environment.

Family and Community Engagement

Family and Community Engagement Summary

Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Opportunities for parent and community engagement events include family nights, daily opportunities to volunteer in the school, Parent-Teacher Organization (PTO), and other special school events. A website dedicated solely to Coder volunteer opportunities and information is updated regularly to communicate new campus offerings. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as teacher mentors, AdvoCats, Connections Mentors, and financial assistance that support Coder's staff and families. Parent and community involvement is solicited through their participation on the Site-Based Decision-Making Committee, PTO, District-Wide Effectiveness Improvement Committee (DWEIC), and Student Health Advisory Committee (SHAC). Several student groups are being utilized to help improve student engagement. The Student Council plans fundraisers that support the local community, and our new Runner's Club invites parents to participate and lead.

Family and Community Engagement Strengths

Strengths

- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources.
- Multiple communication platforms are used to communicate with parents such as newsletters shared through Blackboard, Instagram, Facebook, Smore, school/teacher website, Coder Volunteer website, Coder Cash Store, Twitter, Seesaw, Canvas, Remind 101 and Parent Portal.
- Positive and supportive relationships have been established with school mentors and social service agencies like AdvoCats and Snack Pack Buddies.
- Communication with parents and community partners has greatly benefited all stakeholders.
- A number of Coder parents are also represented on the Aledo Growth Committee

Needs:

- We need to find ways to involve community members from all neighborhoods that feed into Coder.

District Organization

District Organization Summary

Aledo ISD, PTO, and community partners have taken great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. In addition to financial support, Coder Elementary is a safe, secure facility.

Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance requests are efficient, being sent through SchoolDude digitally. This allows staff to input maintenance requests and makes it easy for administrators to quickly review and approve the requests. Coder staff strive to ensure good stewardship of monies by verifying that all purchases are related to school goals. Campus administrators seek input from the Guiding Coalition, a teacher leadership group, to identify and purchase instructional resources that best support Coder students based on academic needs. Teachers may also submit grant applications to the Aledo Education Foundation as an additional means of financial support used to increase academic achievement. Teacher input will be sought to determine the significant needs of the building

District Organization Strengths

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Strengths:

- Teachers meet weekly for Collaborative Team Meetings as part of the PLC and use data to plan interventions and extensions for all students
- Active parent and community involvement Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Organized PTO with multiple opportunities for volunteering and supporting students and staff and provided continuous financial support for the campus through fundraisers and donations.
- The Cheers for Coder organization fundraises and donates items or monetary contributions for student and staff needs.
- Teacher requests for supplies and teaching resources are made on an as-needed basis to ensure that all purchases are timely and connected to learning goals.
- Recent safety audits show that Coder has a safe and secure facility.

Needs:

- We will continue to find ways to support all students and staff and better partner with our community to prioritize needs keeping safety and security at the forefront.

Technology

Technology Summary

Coder administration and staff regularly review data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys to formulate the yearly campus action plan. Much of this data is housed electronically in automated internal systems such as Eduphoria, AESOP (Frontline), Parent Portal, and the Employee Access Systems. The increase in usage of instructional technology including StemScopes, Envision, Lexia, Imagine Math, Learning Ally, SeeSaw, Reading A-Z, Generation Genius, i-Ready, WebEx and assorted “web apps” such as Twitter, Facebook, Parent Link, and Remind directly impact instruction and student learning at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems and programs.

New this year is our campus-wide behavior system which relies heavily on PBIS. Our staff consistently reinforces and affirms positive behavior across different settings and classrooms throughout the school day. The language we use to reinforce positive behavior is Ready, Responsible, and Respectful; the 3Rs. We talk about what it looks like and sounds like to be ready, responsible, and respectful every day at Coder. One way we do this is by having a behavior matrix in each classroom and in common spaces which serves as a visual teaching tool that outlines specific behavior expectations for different settings or contexts within the school. It provides clear guidelines for desired behaviors in various situations and helps students, staff, and stakeholders understand what is expected of them. We are also working towards an incentive program for students demonstrating the 3 Rs (ready, responsible, and respectful) consistently.

Technology Strengths

Strengths

- PBIS is utilized campus-wide using a teacher created system.
- Staff members are using automated internal systems to support academic achievement. Chromebooks are available for every student on campus.
- Organization systems through Google that provide teachers with easy access to critical campus information and student data.
- Data tracking systems are used to organize student information to help make accurate intervention decisions.
- Admin uses Aristotle and Go Guardian reports to monitor safe device usage.
- Video announcements are student-led.
- Multiple web-based resources for students to access on and off campus.
- Increase in the amount of STEM equipment and technology used in the library.

Needs:

- Purposefully incorporate technology applications to enhance learner engagement.
- Utilization of International Society for Technology in Education standards to drive the purpose for technology integration in lessons.
- Increase in the use of technology to strategically enhance the lesson cycle.

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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
- Communications data
- Budgets/entitlements and expenditures data









Goals









Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Coder Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2025.

Evaluation Data Sources: Data from Daily Impact Walks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily Instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson Daily including we will, I will, so that I can...with fidelity by June 2024. Staff Responsible for Monitoring: Campus Admin District Admin	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Critical Writing in Daily instruction (Weekly in Math). Strategy's Expected Result/Impact: 100% of Teachers will implement critical writing into daily/weekly instruction by June 2024. Staff Responsible for Monitoring: Campus Admin District Admin	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize Frequent Small Group Purposeful Talk (FSGPT) to gain actionable data to drive instruction. Strategy's Expected Result/Impact: Teachers consistently utilize FSGPT which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2025. Staff Responsible for Monitoring: Campus Administration District Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Coder Elementary will implement the active participation indicator of the learner engagement rubric with fidelity in 100% of classrooms, by June 2025.

- Evaluation Data Sources: Daily Impact Walks
- Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation. Strategy's Expected Result/Impact: 100% of classrooms will ensure active student participation by June 2024. Staff Responsible for Monitoring: Campus Administration District Administration	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Continue/ Modify
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2025, 100% of the Coder Elementary collaborative teams districtwide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 91% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2024. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2025, 100% of the Coder Elementary collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals Strategy's Expected Result/Impact: 100% of collaborative teams districtwide will rate at the Developing level on Indicator #1 by June 2025. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2025, 100% of the Coder Elementary collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Collaborative Teams: Indicator #1: *Teams have established an annual SMART goal and assess progress toward reaching the goal. *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal. Strategy's Expected Result/Impact: 100% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2025. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: Coder Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: Coder will develop a plan to promote student attendance through awareness and engagement activities that will increase average daily student attendance.

Evaluation Data Sources: Coder Elementary will maintain an attendance rate of 97% for the 2024-2025 school year.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Coder will develop a plan to promote student attendance through awareness and engagement activities, class competitions with incentives per the class goal of 100% daily attendance, and district-wide elementary competitions which will increase daily attendance. * Celebrate Attendance Week - Parent Engagement Campaign * Parent Education on Attendance * Positive Attendance Recognition for Improvement Strategy's Expected Result/Impact: Increased student attendance will positively impact student growth and a sense of belonging as well as increase student achievement. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I - Previous

1.1: Comprehensive Needs Assessment

The Coder staff and Campus Improvement Planning Team, consisting of classroom teachers, professional staff, parents, community members and business representatives reviewed and updated the 8 areas of the comprehensive needs assessment.

Staff Meeting: September 10, 2024

Campus Improvement Planning Team: October 15, 2024

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Planning Team met on October 15, 2024 to review the needs assessment narratives and campus goals. The committee includes teachers, administrators, staff, parents, community members, and business members.

2.2: Regular monitoring and revision

The Campus Improvement Planning Team will meet throughout the year to monitor formative and summative goal data. We will update our campus improvement goals quarterly as a committee.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be shared at the Title I meetings scheduled on Friday, September 6 and Thursday September 19, 2024.

The Campus Improvement Plan will be available on our campus web page for parents and the community to review.

2.4: Opportunities for all children to meet State standards

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students".

The campus staff participates in the PLC process in order to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for all students.

The effectiveness of instruction is monitored and evaluated through observational data from TTESS and Daily Impact Walks.

Each school year, parents and families are invited to a Curriculum Night where campus administrators and teachers help parents understand the connection between curriculum, instruction and state and local assessment. Parent training is provided on the District Instructional Focus, how the Professional Learning Community process ensures all students meet proficiency on grade level standards, how parents can stay involved with their student's academic success including how to monitor progress through technology resources and the importance of partnering with the teacher and school throughout the year.

The state standards are the curriculum of the district and all decisions about intervention are focused around student success on the essential standards. Collaborative teams set grade level goals and work individually with students to set student achievement goals. Collaborative teams meet weekly to review student achievement data, including formative and summative classroom assessments and district screeners and benchmarks to determine intervention and extension needs for individual students. Intervention and extension are provided during the daily flex period so that students receive ongoing support throughout the year to meet proficiency of grade level standards. Teachers ensure implementation of IEP and IAP accommodations for students who need support gaining access to the state standards. Parents receive progress and assessment reports throughout the year with ongoing opportunity for parent and teacher collaboration.

The campus coordinates transition planning for incoming Kindergarten students who have participated in the district's Pre-K program to ensure supports are consistent between campuses including any accommodations necessary to meet state standards.

2.5: Increased learning time and well-rounded education

The campus administration strategically created a master schedule to ensure maximized instructional time in each content area. Teachers plan core lessons within a workshop model framework allowing small group instruction during class to maximize instructional minutes. Lesson design includes daily objectives with a focus on rigor and relevance within a productive learning environment. In addition, the campus master schedule includes a daily flex period where students receive targeted intervention and extension based on formative and summative data. Students attend rotations such as music, art and MakerSpace in addition to receiving counselor guidance lessons.

2.6: Address needs of all students, particularly at-risk

The Professional Learning Community process ensures that we are looking at student performance on an individual basis and monitoring student growth throughout the year. Each week, Collaborative Teams answer four questions when reviewing student data: What do we expect students to learn? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already know it? In response to the third question, teachers and interventionists work with students to ensure growth and achievement on essential grade level standards.

An interventionist and early literacy specialist serve students who receive Tier 3 support. Comp Ed funds will be used to hire tutors in math and reading to ensure the needs of students at risk are met. Additionally, teachers will provide supplemental interventions and support through a systematic RTI process.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan will be evaluated annually by the Campus Improvement Committee. Multiple forms of data, including formative data on campus improvement goals, local and state student achievement data and parent and staff survey data, are used to drive discussions and decisions. The Campus Needs Assessment is the foundation for the Campus Improvement Plan including goals and strategies.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement (PFE) Policy and Title I components are required under the ESSA statute and are subject to review by TEA. The PFE Policy and Title I components are reviewed annually with the Campus Improvement Committee and for all parents and families, during the Title I parent meetings. Stakeholders are given the opportunity to provide feedback on the policy so that parent and family engagement activities can be updated as needed. In addition, the Teacher/Parent/Student Compact is reviewed and feedback requested at the Title I meetings and in the parent and staff newsletter to foster a culture of belonging and partnership between all stakeholders.

The Parent and Family Engagement Policy is available to all families in the Student Handbook, housed on the campus web page. This was additionally shared with families in the campus newsletter. In addition, the Campus Improvement Plan is shared with all stakeholders via the campus webpage.

4.2: Offer flexible number of parent involvement meetings

Title I meetings scheduled on:

Thursday, September 6- **Coffee with the Principal**

Thursday, September 19-**Curriculum Night**

February 4, 2024- **Family STEAM Festival.**

March 6, 2024- **Fine Arts Night**

Ongoing- **PTO Meetings, Volunteer 101**

5.1: Determine which students will be served by following local policy

Coder Elementary is a schoolwide Title I program and not a Targeted Assistance campus.

Title I - Updated

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director Student Services		Ingia Saxton	9/23/2024
Child Abuse and Neglect	Executive Director Student Services		Ingia Saxton	9/23/2024
Coordinated Health Program	Executive Director Student Services; Deputy Superintendent		Ingia Saxton	9/23/2024
Decision-Making and Planning Policy Evaluation	Assistant Supt. Student & Community Programs		Ingia Saxton	9/23/2024
Disciplinary Alternative Education Program (DAEP)	Deputy Superintendent		Ingia Saxton	9/23/2024
Dropout Prevention	Deputy Superintendent; Executive Director Student Services		Ingia Saxton	9/23/2024
Dyslexia Treatment Program	Executive Director Special Programs		Ingia Saxton	9/23/2024
Title I, Part C Migrant	ESL Coordinator; Director of Assessment and Accountability		Ingia Saxton	9/23/2024
Pregnancy Related Services	Executive Director Special Programs/Executive Director Student Services		Ingia Saxton	9/23/2024
Post-Secondary Preparedness	Executive Director Student Services; Director of CTE & Advanced Academics		Ingia Saxton	9/23/2024
Recruiting Teachers and Paraprofessionals	Deputy Superintendent; Director of Human Resources		Ingia Saxton	9/23/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director Student Services		Ingia Saxton	9/23/2024
Student Welfare: Discipline/Conflict/Violence Management	Deputy Superintendent		Ingia Saxton	9/23/2024
Texas Behavior Support Initiative (TBSI)	Deputy Superintendent		Ingia Saxton	9/23/2024
Technology Integration	Chief Technology Officer		Ingia Saxton	9/23/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent, Chief of Police		Ingia Saxton	9/23/2024