

Canutillo Independent School District

Bill Childress Elementary School

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

To provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to become leaders and productive citizens in a culturally diverse and technologically sophisticated world.

Vision

Bill Childress Elementary will provide a quality and rigorous education that will enhance the diverse talents and needs of our population. Every child will be challenged to set productive goals for the future and will be given the opportunity to achieve those goals in our ever-changing technological society.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: Student Safety & Well Being: By May 2025, the Emergency Operation Plan, Crisis Response, PBIS, and Character Strong will be integrated into the MTSS (Multi-Tiered Systems of Support).

Evaluation Data Sources: Drill Forms, Checklists, Logs, Walkthroughs, Agendas, Minutes, Sign-in sheets, Discipline Referrals.

Strategy 1 Details	Reviews			
Strategy 1: The Emergency Operation plan will be updated and disseminated to all stakeholders. Go Buckets will be replenished and available in every classroom. The crisis response team will be trained in campus processes and protocols to respond to emergencies. Strategy's Expected Result/Impact: Campus preparedness in case of emergencies. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers and Staff, Canutillo ISD Police Department, and MTSS (Multi-Tiered Systems of Supports) Team. Problem Statements: Demographics 4 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Bill Childress Elementary will implement Positive Behavior Intervention Systems (PBIS) to foster a positive school climate and decrease the number of referrals by 3% during the 24-25 school year. Strategy's Expected Result/Impact: Positive climate for students and a decrease in student discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Faculty, and Staff. Problem Statements: Demographics 4 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details		Reviews			
Strategy 3: Social Emotional Learning (SEL) will be maximized through the implementation of Character Strong and monthly student recognition for exemplifying character traits (e.g., respect, responsible, courage, gratitude, cooperation, honesty, empathy, perseverance, and creativity). Strategy's Expected Result/Impact: Positive school climate and a decrease in discipline referrals. Staff Responsible for Monitoring: Teachers and Counselor. Problem Statements: Demographics 4 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					









Performance Objective 1 Problem Statements:













Demographics
Problem Statement 4: The campus has had 84 discipline referrals with Hitting/Kicking (not fighting) and Inappropriate Language/Profanity as the highest offenses. Root Cause: The discipline process, in regards to progress monitoring students with consistent inappropriate behavior, is not clear to campus stakeholders.
School Processes & Programs
Problem Statement 3: Discipline and mental health referrals continue to increase in numbers. Root Cause: General education teachers lack training in discipline and crisis situations.
Perceptions
Problem Statement 1: Consequences for students with office referrals are not effective. Same students continue to receive discipline referrals. Root Cause: Lack of effective discipline structure, proper implementation of systems, and training for parents.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 2: Academic Growth: By May 2025, 3rd, 4th, and 5th grade students will increase their STAAR scores in the following areas by 2 points.

Evaluation Data Sources: Data Profiles to include local and district assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide effective Tier 1 instruction to include small group to increase student academic performance. Teachers will use programs such as Texas Target Practice (Plus), Seeing Science Structures, Stem scopes, I-Ready, Reading A through Z, and RAZ Kids to provide high dosage tutoring to students. Materials will be used to provide small group instruction to include copy paper. Tutoring and planning time to analyze data and plan for instruction will also be included.</p> <p>Strategy's Expected Result/Impact: Increase student performance and close achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers, At-Risk personnel, and Admin Team</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 4, 5</p> <p>Funding Sources: Amazon- Science - 211-Title I-Part A - \$382.92, TEKSas Target PLUS (Lone Star) - 185-State Compensatory Education - \$4,066, School Specialty - 185-State Compensatory Education - \$13,391.04, School Specialty - 211-Title I-Part A - \$5,579.60, Shelby Distributions - 185-State Compensatory Education - \$389.90, Staples-intercession supplies - 185-State Compensatory Education - \$3,331.93</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Training, materials, and resources will be funded to increase teacher efficacy with Emergent Bilinguals and Special Education students. Teachers will implement research-based and evidence-based practices to effectively serve the needs of Emergent Bilingual and Special Education students. Data will be reviewed and analyzed throughout the school year to ensure student progress.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS proficiency levels, STAAR performance, and local district assessments.</p> <p>Staff Responsible for Monitoring: Teachers, At-Risk Teachers, Administrative Team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Perma-bound - 211-Title I-Part A - \$3,600</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement blending learning in the classroom using iPad, student/teacher devices, interactive display boards, and document cameras. Funding will be allocated to support the one-to-one district initiative; including but not limited to keyboards for iPad, headphones, etc. Strategy's Expected Result/Impact: Increase student engagement and learning. Students will be more motivated to learn; resulting in closing achievement gaps. Staff Responsible for Monitoring: Teachers, At-Risk Teachers, Librarian, Administrative Team. ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 5 Funding Sources: ELB Education - 211-Title I-Part A - \$5,708	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Teacher training will be provided to improve Tier 1 instruction, including but not limited to STAAR review. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - School Processes & Programs 2 Funding Sources: Travel-TEPSA - 211-Title I-Part A - \$2,000, Lead4Ward - 255-Title II-Part A Teacher/Principal - \$3,180	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 56% of PK-3rd students did not perform satisfactorily on the beginning of year assessment in CLI or ISTATON. Root Cause: Tier 1 and Tier 2 classroom instruction needs to strengthened, in addition to following the early intervention/identification RTI process with fidelity.
Problem Statement 3: More than half of the campus is coded at-risk. Root Cause: Tier 1 instruction and tier 2 intervention lacks alignment between curriculum, instruction, and assessment.
Student Learning
Problem Statement 1: 5th graders are underperforming on Science STAAR when compared to District and State. Root Cause: Tier 1 Science instruction needs to be consistent and systematic across grade levels.

Student Learning

Problem Statement 2: Failure rate is higher in Reading Language Arts than any other subject across grade levels. **Root Cause:** Tier 1 instruction in Reading Language Arts needs to be improved through the implementation of research-based practices; including writing, vocabulary, comprehension, and differentiation across grade levels.

Problem Statement 4: Students in the primary grades are not learning foundational skills in reading and math to be successful in the upper grades. **Root Cause:** Instruction is not meeting all students needs. Teachers need additional staff development, resources, and support in this area to close achievement gaps.

Problem Statement 5: Overall student performance needs improvement. **Root Cause:** STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

School Processes & Programs









Problem Statement 1: Dual language classes in the primary grades are not performing in either language. **Root Cause:** Teachers are not aligned in their collaboration and dual practices.









Problem Statement 2: Students achievement needs to improve. **Root Cause:** Teachers would benefit from more professional development.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 3: Academic Growth: By May 2025, 80% of students in PreK-2nd grade will meet end of year reading expectations (fluency, accuracy, and comprehension).

Evaluation Data Sources: Classroom student profiles to include local and district assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will strengthen Tier 1 instruction by implementing a balanced literacy approach to include guided reading. They will use level readers, Foundations, Reading A to Z, and RAZ Kids to support differentiated instruction. Additional books for classroom libraries will be purchased to generate student interest.</p> <p>Strategy's Expected Result/Impact: Observations, walkthroughs, and local assessment.</p> <p>Staff Responsible for Monitoring: At-Risk personnel, Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: Scholastic - 211-Title I-Part A - \$2,314</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p>Strategy 2: At-Risk personnel will provide small group interventions for struggling readers with consistency and fidelity. Grading periods, local assessments, and DRA data will be used to monitor progress. Meeting will be held as needed to review and modify instructional plans for those students that are not making adequate progress.</p> <p>Strategy's Expected Result/Impact: Targeted interventions will be offered for Struggling learners. They will make adequate yearly progress. Achievement gaps will be closed to ensure Sped qualifications decrease.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: At -Risk teacher & aide - 185-State Compensatory Education - \$102,375, Instructional Aide - 211-Title I-Part A - \$30,125</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Various computer-based programs to include Reading A-Z and RAZ Kids will be used to support student achievement and close student gaps. Materials and resources, such as level readers, word walls, centers, and fluency checks, will be provided to support Tier 1 and small group instruction. Strategy's Expected Result/Impact: Increase the effectiveness of Tier 1 and Tier 2 instruction. Staff Responsible for Monitoring: Teachers, At-Risk Teachers, Admin Team. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 56% of PK-3rd students did not perform satisfactorily on the beginning of year assessment in CLI or ISTATION. Root Cause: Tier 1 and Tier 2 classroom instruction needs to be strengthened, in addition to following the early intervention/identification RTI process with fidelity. Problem Statement 3: More than half of the campus is coded at-risk. Root Cause: Tier 1 instruction and tier 2 intervention lacks alignment between curriculum, instruction, and assessment.
Student Learning
Problem Statement 2: Failure rate is higher in Reading Language Arts than any other subject across grade levels. Root Cause: Tier 1 instruction in Reading Language Arts needs to be improved through the implementation of research-based practices; including writing, vocabulary, comprehension, and differentiation across grade levels. Problem Statement 4: Students in the primary grades are not learning foundational skills in reading and math to be successful in the upper grades. Root Cause: Instruction is not meeting all students needs. Teachers need additional staff development, resources, and support in this area to close achievement gaps. Problem Statement 5: Overall student performance needs improvement. Root Cause: STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 4: College and Career Military Readiness: By May 2025, student organizations and clubs (e.g., StuCo, MDFS, Eagles in Action) will be available for students to realize potential as future leaders.

Evaluation Data Sources: Agendas, sign-in sheets, minutes.

Strategy 1 Details	Reviews			
Strategy 1: Students will attend leadership conferences to include but not limited to TEPSA student conference and field trips to UTEP. This will provide students with opportunities to build background knowledge and enrich their experiences. Strategy's Expected Result/Impact: Students raise self-awareness to start considering a college, career, or military pathway. Staff Responsible for Monitoring: Counselor, Clubs Sponsors, Administrative Team. TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: College Career Military Readiness: College Week Celebration to include teachers adopting a college of their choice and having students research it and create a presentation. The week-long celebration may include dress-up days, lessons on "school path", including the choices they have for college, career, or the military. Strategy's Expected Result/Impact: Flyers, walkthroughs, student research and presentations. Staff Responsible for Monitoring: Classroom Teachers, Counselor. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Daily school attendance rate typically falls below 96%. Root Cause: Attendance is a district concern due to the suspension of remote learning, limited campus based incentives, and parents being informed on truancy laws/home responsibility.
Student Learning
Problem Statement 5: Overall student performance needs improvement. Root Cause: STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 5: By May 2025, the campus overall attendance will increase from 95.07% to 96.07%.

Evaluation Data Sources: Attendance reports, ARC and TAP meetings.

Strategy 1 Details	Reviews			
Strategy 1: The attendance review committee will drive the truancy process. They will meet frequently to ensure adherence to the identification process and hierarchy of actions. Strategy's Expected Result/Impact: Student academic achievement will increase. Staff Responsible for Monitoring: ARC committee members. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Daily school attendance rate typically falls below 96%. Root Cause: Attendance is a district concern due to the suspension of remote learning, limited campus based incentives, and parents being informed on truancy laws/home responsibility.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 6: By 2025, students will meet their fitness standards as outlined by their grade level.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Fitness Assessment

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in physical activity at least 4 times per week. Coaches will target health standards to build awareness of life choices. Strategy's Expected Result/Impact: Students will develop healthy habits to improve quality of life. Staff Responsible for Monitoring: Admin Team, Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<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>				









Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 3: Discipline and mental health referrals continue to increase in numbers. Root Cause: General education teachers lack training in discipline and crisis situations.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Professional Learning & Quality Staff: During the 2024-25 school year, staff will receive continuous professional development to effectively plan for curriculum, assessment, and instruction.

Evaluation Data Sources: PLT folder to include YAG, Unit Unpacking, PLC minutes, norms, and roles.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have 90-minute blocks and 1 day each grading period for planning. Through training and allocation of resources to include hiring substitutes, teachers will utilize this time to analyze data and plan for instruction to increase academic achievement, progress, and closing achievement gaps.</p> <p>Strategy's Expected Result/Impact: Sustain an A-accountability rating. Show continuous growth in classroom profiles.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, At-Risk Teachers, and Administrative Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2 - Perceptions 3</p> <p>Funding Sources: Lead4ward - 185-State Compensatory Education - \$745</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<p>Strategy 2: A campus guiding coalition will be created to support the principles of PLC and the campus vision and mission. The team will include campus administration, teachers, and staff. Members will attend ongoing training to include but not limited to Lead4ward, TALAS conference, and other regional training to support student achievement.</p> <p>Strategy's Expected Result/Impact: Increase student achievement, progress, and closing gaps.</p> <p>Staff Responsible for Monitoring: Guiding coalition, and administrative team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: More than half of the campus is coded at-risk. **Root Cause:** Tier 1 instruction and tier 2 intervention lacks alignment between curriculum, instruction, and assessment.

School Processes & Programs

Problem Statement 2: Students achievement needs to improve. **Root Cause:** Teachers would benefit from more professional development.









Perceptions

Problem Statement 3: Some support, modeling and training needed for new personnel. **Root Cause:** Lack of support for first year teachers in new grade levels.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 2: Professional Learning & Quality Staff : During the 2024-25 school year, teachers will study the book Teach Happy.

Evaluation Data Sources: Agendas, sign-in sheets, engagement part of unit unpacking, walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Activities will be planed once a month to disseminate and discuss each chapter. Strategy's Expected Result/Impact: Student engagement and motivation will increase. As a result, students' academic achievement will show continuous progress. Staff Responsible for Monitoring: Classroom teachers and administrative team. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Students in the primary grades are not learning foundational skills in reading and math to be successful in the upper grades. Root Cause: Instruction is not meeting all students needs. Teachers need additional staff development, resources, and support in this area to close achievement gaps.
School Processes & Programs
Problem Statement 2: Students achievement needs to improve. Root Cause: Teachers would benefit from more professional development.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 3: Professional Learning & Quality Staff : During the 2024-25 school year, wellness team will plan monthly activities to increase staff satisfaction and well-being.

Evaluation Data Sources: Flyers, participation logs, surveys.









Strategy 1 Details	Reviews			
Strategy 1: Monthly activities will promote healthy living. Strategy's Expected Result/Impact: Staff will make better decisions to promote positive behaviors such as exercising and healthy eating. Staff Responsible for Monitoring: Wellness Team Problem Statements: Perceptions 3 Funding Sources: Lexia - 211-Title I-Part A - \$7,109.43	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Accomplished</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: Some support, modeling and training needed for new personnel. Root Cause: Lack of support for first year teachers in new grade levels.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 4: For the 2024-2025 School Year, Staff Satisfaction will increase. As a campus, innovativeness and autonomy will increase by 3 points in the OHI scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will drive the PLC process by establishing roles and norms. The 4 PLC questions will drive the PLC process. They will unpack units, plan for instruction and assessment, and analyze data. They will record minutes for each PLC minutes. Strategy's Expected Result/Impact: Classroom Teachers Staff Responsible for Monitoring: Administrative Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 5	 Some Progress	 Some Progress	 Considerable	 Continue/Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 56% of PK-3rd students did not perform satisfactorily on the beginning of year assessment in CLI or IStation. Root Cause: Tier 1 and Tier 2 classroom instruction needs to be strengthened, in addition to following the early intervention/identification RTI process with fidelity.
Problem Statement 3: More than half of the campus is coded at-risk. Root Cause: Tier 1 instruction and tier 2 intervention lacks alignment between curriculum, instruction, and assessment.
Student Learning
Problem Statement 5: Overall student performance needs improvement. Root Cause: STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: By June 2025, BCE will increase parent participation to expand parent engagement opportunities through monthly parent university classes directly connected to increasing student achievement. Hospitality will be provided.

Evaluation Data Sources: Flyers, sign-in sheets, calendar of events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Parent liaison will help parents and students in need of assistance through training, home visits, school supplies, information, uniforms, etc. Additionally, partnership will be created with organizations that assist our student throughout the year.</p> <p>Strategy's Expected Result/Impact: Help and assistance for our struggling parents. Parents engagement will increase in the form of volunteering or becoming active members of PTO.</p> <p>Staff Responsible for Monitoring: Parent Liaison and Administrative Team.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Parent Liaison - 211-Title I-Part A - \$36,410</p>	 Some Progress	 Considerable	 Considerable	 Continue/Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				













Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: When there are events after school for families, there is lack of parents' attendance. Root Cause: Lack of incentives for parents that attend.</p>

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 2: By June 2025, BCE will increase parent engagement and parent leadership through active participation in decision making committees (e.g., LPAC, CIC, Parent Advisory Groups, and MTTS).

Evaluation Data Sources: Parent Liaison records of parent volunteers by the district. Agendas, minutes, sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Various sessions to increase student achievement, inform parents with various updates/support will be offered. Campus events, such as Literacy Night, Math Night, CIC meetings, Parent Engagement Policy and School-Parent Compact, PAC meetings, Coffee with the principal will be offered. Strategy's Expected Result/Impact: Sign-in sheets, agendas, minutes, calendar of events. Staff Responsible for Monitoring: Parent Liaison, Administration Team. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Visit families in their homes to support and inform parents of available services such as community closet, parent university, food pantries, etc. Strategy's Expected Result/Impact: Connect families with resources needed. Staff Responsible for Monitoring: Parent Liaison and Administration Team. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: More than half of the campus is coded at-risk. Root Cause: Tier 1 instruction and tier 2 intervention lacks alignment between curriculum, instruction, and assessment.
Perceptions
Problem Statement 2: When there are events after school for families, there is lack of parents' attendance. Root Cause: Lack of incentives for parents that attend.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: By June 2025, campus will purchase all maintenance supplies needed to ensure a safe campus throughout the school year. Also, improvements will be made to the building to improve aesthetics.

Evaluation Data Sources: Improved cleanliness of the building.









Strategy 1 Details	Reviews			
Strategy 1: Custodians will receive a list of daily, weekly, and monthly activities that need to be done to keep the building clean. Strategy's Expected Result/Impact: Improved Cleanliness of the building. Staff Responsible for Monitoring: Head Custodian, Assistant Lead Custodian, Administrative Team. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Building aesthetics will be improved. Strategy's Expected Result/Impact: An environment conducive to learning. Staff Responsible for Monitoring: Admin Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Daily school attendance rate typically falls below 96%. Root Cause: Attendance is a district concern due to the suspension of remote learning, limited campus based incentives, and parents being informed on truancy laws/home responsibility.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 2: During the 2024-2025 school year, all State Comp and Title 1 Funds will be properly allocated to serve our at-risk, emergent bilinguals, and economically disadvantaged students. 100% of those funds will be spent to meet the needs of students in those categories.

Strategy 1 Details		Reviews			
Strategy 1: Materials and resources will be purchased to include level readers to support Tier 2 and Tier 3 interventions for at-risk students. Strategy's Expected Result/Impact: To accelerate learning for at-risk students that are struggling readers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3 Funding Sources: Amazon-headsets - 211-Title I-Part A - \$1,435.06, School Specialty - 211-Title I-Part A - \$8,440.56, Lakeshore - 211-Title I-Part A - \$712.38		Formative			Summative
		Nov	Jan	Mar	June
		 Discontinue	 Some Progress	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					













Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: More than half of the campus is coded at-risk. Root Cause: Tier 1 instruction and tier 2 intervention lacks alignment between curriculum, instruction, and assessment.
Student Learning
Problem Statement 3: At-risk teachers only provide interventions for students who are struggling in reading. Root Cause: There isn't enough personnel to provide math interventions.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: By June 2025, teachers will implement blending learning in the classroom using iPads, headphones, student devices, interactive display boards, teacher devices, and document cameras.

Evaluation Data Sources: Technology will be used to enhance the learning process. Student engagement and motivation will increase.

Strategy 1 Details	Reviews			
Strategy 1: Funding will be allocated to support the one-to-one district initiative. Technology equipment will be replaced as needed. Strategy's Expected Result/Impact: Classrooms will be equipped with charging towers. Teachers will have an IFP, document camera, and necessary adaptors to ensure proper functioning of the equipment. Each student will have either an Ipad or Mac device. Staff Responsible for Monitoring: Guiding Coalition, and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 4, 5 Funding Sources: Amazon-headsets - 211-Title I-Part A - \$2,207.68	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Emergent Bilinguals in 3rd, 4th and 5th grade will be provided access to Summit K12, a computer-based program, to improve TELPAS scores by 3%. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

















Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 56% of PK-3rd students did not perform satisfactorily on the beginning of year assessment in CLI or ISTATION. Root Cause: Tier 1 and Tier 2 classroom instruction needs to be strengthened, in addition to following the early intervention/identification RTI process with fidelity.</p> <p>Problem Statement 3: More than half of the campus is coded at-risk. Root Cause: Tier 1 instruction and tier 2 intervention lacks alignment between curriculum, instruction, and assessment.</p>
Student Learning
<p>Problem Statement 1: 5th graders are underperforming on Science STAAR when compared to District and State. Root Cause: Tier 1 Science instruction needs to be consistent and systematic across grade levels.</p> <p>Problem Statement 2: Failure rate is higher in Reading Language Arts than any other subject across grade levels. Root Cause: Tier 1 instruction in Reading Language Arts needs to be improved through the implementation of research-based practices; including writing, vocabulary, comprehension, and differentiation across grade levels.</p> <p>Problem Statement 4: Students in the primary grades are not learning foundational skills in reading and math to be successful in the upper grades. Root Cause: Instruction is not meeting all students needs. Teachers need additional staff development, resources, and support in this area to close achievement gaps.</p> <p>Problem Statement 5: Overall student performance needs improvement. Root Cause: STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.</p>
School Processes & Programs
<p>Problem Statement 1: Dual language classes in the primary grades are not performing in either language. Root Cause: Teachers are not aligned in their collaboration and dual practices.</p>

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 2: By June 2025, BCE will promote a positive climate by keeping stakeholders informed about campus events and activities.

Evaluation Data Sources: Social media and parent updates.

Strategy 1 Details	Reviews			
Strategy 1: A parent update will go out monthly. Parents will be informed of campus events and activities. Strategy's Expected Result/Impact: Parent update and calendar of events. Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: BCE will promote a positive climate by posting campus activities through social media. Strategy's Expected Result/Impact: Posts on Facebook and Twitter highlighting campus event and activities. ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: By June 2024, classrooms and playgrounds will be maintained to be conducive to learning. Strategy's Expected Result/Impact: Refresh classrooms to be more inviting and comfortable spaces. All playgrounds will have canopies. Staff Responsible for Monitoring: Custodians ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: When there are events after school for families, there is lack of parents' attendance. Root Cause: Lack of incentives for parents that attend.