Academics & Accountability

Local Improvement Plan Template 26-27

Campus Name: E. K. Downing Elementary

Areas of Identification:

RLA Meets – SPED	Math Meets – SPED	Student Success – SPED	RLA Growth, SPED

Campus Improvement Team Agendas / Sign Ins:

Date: LIP 9.10.26 EK DOWNING.pdf
Date: (Insert Date) / Insert Link

Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:

EKD Data Tour Folder

Area of need #1

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Academic Achievement – Special Education.**

Criteria:	**Campus Plan:**
Campus Goal for this area:	22% of students served in Special Education will achieve Meets on STAAR RLA.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30

	October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jennie Chavez, Principal
Educational Interventions:	• Tutoring starts in October • Daily RTI Block in Master schedule • Campus specialists pull targeted intervention groups (3)
Allocation of Resources:	Required: Time Adjustments • Tutoring starts in October • Daily RTI Block in Master schedule • Campus specialists pull targeted intervention groups (3) Required: Funding Adjustments • District funding 3 campus specialists with Title 2 • Title 1 funds used for tutoring ($30,000) • Opportunity Culture ($3,000) Required: Staffing Adjustments • 1 RLA Specialist, 1 Bilingual Specialist • 3 MCLs, 1 Teach Resident, and 4 Reach Associates

Data Monitoring:

Restate Goal: 22% of students served in Special Education will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3rd %: 4th %: 5th %:	**Checkpoint 1B: (October)** 3rd %: 4th %: 5th %:	**Interim (Fall) (October)** 3rd %: 4th %: 5th %:	**Checkpoint 2A: (November)** 3rd %: 4th %: 5th %:	**Checkpoint 2B: (December)** 3rd %: 4th %: 5th %:
Interim (Spring) (January) 3rd %: 4th %: 5th %:	**Checkpoint 3A: (February)** 3rd %: 4th %: 5th %:	**Checkpoint 3B: (March)** 3rd %: 4th %: 5th %:	**Checkpoint 4A: (April)** 3rd %: 4th %: 5th %:	

Area of need #2

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Academic Achievement – Special Education.**

Criteria:	**Campus Plan:**
Campus Goal for this area:	28% of students served in Special Education will achieve Meets on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jennie Chavez, Principal
Educational Interventions:	• Tutoring starts in October • Daily RTI Block in Master schedule • Campus specialists pull targeted intervention groups (3)
Allocation of Resources:	Required: Time Adjustments • Tutoring starts in October • Daily RTI Block in Master schedule • Campus specialists pull targeted intervention groups (3) Required: Funding Adjustments • District funding 3 campus specialists with Title 2

	• Title 1 funds used for tutoring ($30,000) • Opportunity Culture ($3,000) Required: Staffing Adjustments • 1 Math Specialist, 1 Bilingual Specialist 2 MCLs, 1 Teacher Resident, and 4 Reach Associates (shared with RLA)

Data Monitoring:

Restate Goal: 28% of students served in Special Education will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3rd %: 4th %: 5th %:	**Checkpoint 1B: (October)** 3rd %: 4th %: 5th %:	**Interim (Fall) (October)** 3rd %: 4th %: 5th %:	**Checkpoint 2A: (November)** 3rd %: 4th %: 5th %:	**Checkpoint 2B: (December)** 3rd %: 4th %: 5th %:
Interim (Spring) (January) 3rd %: 4th %: 5th %:	**Checkpoint 3A: (February)** 3rd %: 4th %: 5th %:	**Checkpoint 3B: (March)** 3rd %: 4th %: 5th %:	**Checkpoint 4A: (April)** 3rd %: 4th %: 5th %:	

Area of need #3

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Special Education.**

Criteria:	**Campus Plan:**
Campus Goal for this area:	23% of students served in Special Education will be the average of Approaches, Meets, and Masters across all subject areas and grade levels.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Principal, Jennie Chavez
Educational Interventions:	• Tutoring starts in OctoberDaily RTI Block in Master schedule • Campus specialists pull targeted intervention groups (3)
Allocation of Resources:	Required: Time Adjustments • Tutoring starts in October • Daily RTI Block in Master schedule • Campus specialists pull targeted intervention groups (3) Required: Funding Adjustments • District funding 3 campus specialists with Title 2

	• Title 1 funds used for tutoring ($30,000) • Opportunity Culture ($3,000) Required: Staffing Adjustments • 1 Math Specialist, 1 Bilingual Specialist, 1 RLA Specialist • 5 MCLs, 1 Teacher Resident, and 4 Reach Associates (shared with all subjects) • Dedicated departmentalized 3-5 grade science teachers

<u>Data Monitoring:</u>

Restate Goal: 23% of students served in Special Education will be the average of Approaches, Meets, and Masters across all subject areas and grade levels.

Checkpoint 1A: (September) RLA: 3^{rd} %: 4^{th} %: 5^{th} %: Math: 3^{rd} %: 4^{th} %: 5^{th} %: Science: 5^{th} %:	**Checkpoint 1B: (October)** 3^{rd} %: 4^{th} %: 5^{th} %: Math: 3^{rd} %: 4^{th} %: 5^{th} %: Science: 5^{th} %:	**Interim (Fall) (October)** 3^{rd} %: 4^{th} %: 5^{th} %: Math: 3^{rd} %: 4^{th} %: 5^{th} %: Science: 5^{th}	**Checkpoint 2A: (November)** 3^{rd} %: 4^{th} %: 5^{th} %: Math: 3^{rd} %: 4^{th} %: 5^{th} %: Science: 5^{th}	**Checkpoint 2B: (December)** 3^{rd} %: 4^{th} %: 5^{th} %: Math: 3^{rd} %: 4^{th} %: 5^{th} %: Science: 5^{th}
Interim (Spring) (January) 3^{rd} %: 4^{th} %: 5^{th} %:	**Checkpoint 3A: (February)** 3^{rd} %: 4^{th} %: 5^{th} %:	**Checkpoint 3B: (March)** 3^{rd} %: 4^{th} %: 5^{th} %:	**Checkpoint 4A: (April)** 3^{rd} %: 4^{th} %: 5^{th} %:	

Math: 3rd %: 4th %: 5th %: Science: 5th	Math: 3rd %: 4th %: 5th %: Science: 5th	Math: 3rd %: 4th %: 5th %: Science: 5th	Math: 3rd %: 4th %: 5th %: Science: 5th	[redacted]

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Area of need #4

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Growth RLA – Special Education.**

Criteria:	**Campus Plan:**
Campus Goal for this area:	50% of students served in Special Education will meet or exceed expected academic growth on STAAR RLA.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jennie Chavez, Principal
Educational Interventions:	• Tutoring starts in October • Daily RTI Block in Master schedule • Campus specialists pull targeted intervention groups (3)
Allocation of Resources:	Required: Time Adjustments • Tutoring starts in October • Daily RTI Block in Master schedule • Campus specialists pull targeted intervention groups (3) Required: Funding Adjustments • District funding 3 campus specialists with Title 2 • Title 1 funds used for tutoring ($30,000)

	• Opportunity Culture ($3,000) Required: Staffing Adjustments • 1 RLA Specialist, 1 Bilingual Specialist 3 MCLs, 1 Teach Resident, and 4 Reach Associates

Data Monitoring:

Restate Goal: 50% of students served in Special Education will meet or exceed expected academic growth on STAAR RLA.

Checkpoint 1A: (September) 3rd %: 4th %: 5th %:	**Checkpoint 1B: (October)** 3rd %: 4th %: 5th %:	**Interim (Fall) (October)** 3rd %: 4th %: 5th %:	**Checkpoint 2A: (November)** 3rd %: 4th %: 5th %:	**Checkpoint 2B: (December)** 3rd %: 4th %: 5th %:
Interim (Spring) (January) 3rd %: 4th %: 5th %:	**Checkpoint 3A: (February)** 3rd %: 4th %: 5th %:	**Checkpoint 3B: (March)** 3rd %: 4th %: 5th %:	**Checkpoint 4A: (April)** 3rd %: 4th %: 5th %:	

Assurances:

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Dr. Magdalena Aguilar**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.