



Local Improvement Plan Template 26-27

Campus Name: Noel Elementary

Areas of Identification:

RLA Meets – SPED, Continuously Enrolled	Math Meets – SPED, Continuously Enrolled	Student Success – , SPED, Continuously Enrolled	
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Campus Improvement Team Agendas / Sign Ins:

Date: 9.1.26 LIP REVIEW NOEL 9.1.26.pdf
Date: (Insert Date) / Insert

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

[Data Tours Link - Noel](#)

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 **Academic Achievement RLA (Meets) – SPED, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	26% of students served in Special Education will achieve Meets on STAAR RLA. 47% of continuously enrolled students 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)	Laura Roman, MCL (3-5)
Educational Interventions:	- Intervention Block daily – 45 minutes part of the master schedule - \$10,000 has been set aside for afterschool tutoring and interventions - Intentional planning for Special Education students (inclusion in afterschool tutoring), partnership with Tier 1 teachers and Special Education teacher
Allocation of Resources:	Required: Time Adjustments • Added a daily 45 minute intervention block to the master schedule, • Planned for afterschool tutoring beginning in Late Fall • Reach Associate schedule allows for pulling of small groups Required: Funding Adjustments • Set aside \$10,000 for afterschool tutoring (RLA only) • Title 1 Funding used for 1 4th grade reading MCL - \$15,000 and 1 Reach Associate - \$33,000



	Required: Staffing Adjustments • Strategic staffing moves made to realign qualified staff • 1 reading MCL (coaches grades 3-5 RLA) • 2 new bilingual international teachers – adding certified bilingual staff
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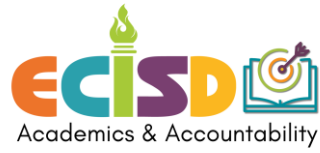
Data Monitoring:

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
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Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
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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 %:	



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 **Academic Achievement Math (Meets) – SPED, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 29% of students served in Special Education will achieve Meets on STAAR Math. • 45% of continuously enrolled students 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)	Patricia Holguin, MCL – 5 th Grade
Educational Interventions:	- Intervention Block daily – 45 minutes part of the master schedule - \$10,000 has been set aside for afterschool tutoring and interventions - Intentional planning for Special Education students (inclusion in afterschool tutoring), partnership

	with Tier 1 teachers and Special Education teacher
Allocation of Resources:	Required: Time Adjustments - Added a daily 45 minute intervention block to the master schedule, - Planned for afterschool tutoring beginning in Late Fall - Reach Associate schedule allows for pulling of small groups Required: Funding Adjustments - Set aside \$10,000 for afterschool tutoring (RLA only) - Title 1 Funding used for 1 5th grade math MCL - \$15,000 and 1 Reach Associate - (shared) Required: Staffing Adjustments - Strategic staffing moves made to realign qualified staff 1 Math MCL, Shared Reach Associate pulls small groups

Data Monitoring:

state Goal: 29% of students served in Special Education will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 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 %:	



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Restate Goal: 45% of continuously enrolled students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
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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) – SPED, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	- The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels. - The average of Approaches, Meets, and Masters for continuously enrolled students will be 45% 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)	Marcela Macias, Principal
Educational Interventions:	- Intervention Block daily – 45 minutes part of the master schedule - In addition to \$10,000 each for reading / math (\$20,000 total),

	funds will be allocated for Science enrichment for Meets and Masters - Intentional planning for Special Education students (inclusion in afterschool tutoring), partnership with Tier 1 teachers and Special Education teacher
Allocation of Resources:	Required: Time Adjustments • Added a daily 45 minute intervention block to the master schedule, • Planned for afterschool tutoring beginning in Late Fall • Reach Associate schedule allows for pulling of small groups Required: Funding Adjustments • Set aside \$10,000 for afterschool tutoring (RLA only) , \$10,000 for Math, additional funds for Science tutoring • Title 1 Funding used for 1 5th grade math MCL - \$15,000 and 1 Reach Associate - (shared - \$33,000); 1 4th Grade RLA MCL Required: Staffing Adjustments • Strategic staffing moves made to realign qualified staff • 1 Math MCL, Shared Reach Associate pulls small groups; 1 RLA MCL

Data Monitoring:

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

Checkpoint 1A: (September)	Checkpoint 1B: (October)	Interim (Fall) (October) 3 rd %:	Checkpoint 2A: (November)	Checkpoint 2B: (December)
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RLA: 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
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Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 45% across all subject areas and grade levels

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: Math:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %:
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3 rd %: 4 th %: 5 th %: Science: 5 th %:	5 th %: Science: 5 th %:	Science: 5 th	5 th %: Science: 5 th	5 th %: Science: 5 th
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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) **Julie Marshall**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.