



Local Improvement Plan Template 26-27

Campus Name: Buddy West Elementary

Areas of Identification:

RLA Meets – Hispanic, EB, SPED, Continuously Enrolled	Math Meets – Hispanic, EB, Continuously Enrolled	Student Success – Hispanic, EB, SPED, Continuously Enrolled	RLA Growth: Hispanic, SPED, Continuously Enrolled
Math Growth: SPED			

Campus Improvement Team Agendas / Sign Ins:

Date: LIP 9.4.26 WEST.pdf
Date: (Insert Date) / Insert

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

[West Data Tours Folder](#)

West Goals Sheet: [Planning for Closing the Gaps 2027_068901042.pdf](#)

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) – Hispanic, EB, SPED, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	39% of Hispanic students will achieve Meets on STAAR RLA.

	• 35% of Emergent Bilingual students will achieve Meets on STAAR RLA. • 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)	Nora Gonzales, Principal
Educational Interventions:	• Two reading instructional specialists pull targeted small groups for grades 3-5 • Each teacher has dedicated targeted small group time scheduled daily • Master Schedule includes daily RTI/MTSS block • Exploring options for tutoring • Reach associates pull small groups
Allocation of Resources:	Required: Time Adjustments • Two reading instructional specialists pull targeted small groups for grades 3-5

	- Each teacher has dedicated targeted small group time scheduled daily - Master Schedule includes daily RTI/MTSS block - Exploring options for tutoring Required: Funding Adjustments - Two RLA instructional specialists are paid for with district Title II funds - For RLA, campus has two MCLs (\$30,000); 2 Reach Associates in RLA (\$66,000) Required: Staffing Adjustments - Two RLA instructional specialists are paid for with district Title II funds - For RLA, campus has two MCLs (\$30,000); 2 Reach Associates in RLA (\$66,000) - Strategic staffing – all 4th and 5th grade teachers are TIA designated
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Data Monitoring:

Restate Goal: 39% of Hispanic 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 %:
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 %:	

Restate Goal: 35% of Emergent Bilingual 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 %:
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 %:	

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 %:
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 %:	

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 %:
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) – Hispanic, EB, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 44% of Hispanic students will achieve Meets on STAAR Math. • 45% of Emergent Bilingual students will achieve Meets on STAAR Math. • 51% 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)	Nora Gonzales, Principal
Educational Interventions:	• Two instructional specialists pull targeted small groups for grades 3-5 • Each teacher has dedicated targeted small group time scheduled daily • Master Schedule includes daily RTI/MTSS block • Exploring options for tutoring

Allocation of Resources:	• Reach associates pull small groups Required: Time Adjustments • Two instructional specialists pull targeted small groups for grades 3-5 • Each teacher has dedicated targeted small group time scheduled daily • Master Schedule includes daily RTI/MTSS block • Exploring options for tutoring Required: Funding Adjustments • Two instructional specialists are paid for with district Title II funds • For math, campus has two MCLs (\$30,000); 2 Reach Associates in RLA (\$66,000) Required: Staffing Adjustments • Two instructional specialists are paid for with district Title II funds • For math, campus has two MCLs (\$30,000); 2 Reach Associates in RLA (\$66,000) Strategic staffing – all 4th and 5th grade teachers are TIA designated
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Data Monitoring:

Restate Goal: 44% of Hispanic 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 %:
Interim (Spring)	Checkpoint 3A:	Checkpoint 3B:	Checkpoint 4A:	



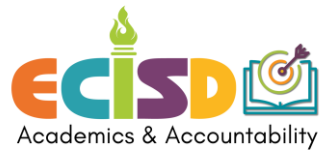
(January) 3 rd %: 4 th %: 5 th %:	(February) 3 rd %: 4 th %: 5 th %:	(March) 3 rd %: 4 th %: 5 th %:	(April) 3 rd %: 4 th %: 5 th %:	
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Restate Goal: 45% of Emergent Bilingual students will achieve Meets on STAAR Math.

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 %:
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 %:	

Restate Goal: 51% 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 %:
Interim (Spring) (January)	Checkpoint 3A: (February)	Checkpoint 3B: (March)	Checkpoint 4A: (April)	



3 rd %:	3 rd %:	3 rd %:	3 rd %:	
4 th %:	4 th %:	4 th %:	4 th %:	
5 th %:	5 th %:	5 th %:	5 th %:	

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) – Hispanic, EB, SPED, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	- The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels. - The average of Approaches, Meets, and Masters for Emergent Bilingual students will be 37% across all subject areas and grade levels. - 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 48% 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 30 March 30 April 30 May 30

Staff responsible for updating these metrics (Names of staff responsible, position)	Nora Gonzales, Principal
Educational Interventions:	- Two instructional specialists pull targeted small groups for grades 3-5 - Each teacher has dedicated targeted small group time scheduled daily - Master Schedule includes daily RTI/MTSS block - Exploring options for tutoring - Reach associates pull small groups
Allocation of Resources:	Required: Time Adjustments - Two instructional specialists pull targeted small groups for grades 3-5 - Each teacher has dedicated targeted small group time scheduled daily - Master Schedule includes daily RTI/MTSS block - Exploring options for tutoring Required: Funding Adjustments - Two instructional specialists are paid for with district Title II funds - For math and reading campus has two MCLs (\$60,000); 2 Reach Associates in RLA (\$132,000) Required: Staffing Adjustments - Two instructional specialists are paid for with district Title II funds - For math and reading campus has two MCLs (\$60,000); 2 Reach Associates in RLA (\$132,000) - Strategic staffing – all 4th and 5th grade teachers are TIA designated

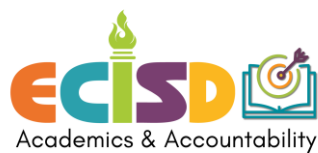
Data Monitoring:



Restate Goal: The average of Approaches, Meets, and Masters for Hispanic students will be 41% 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
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Restate Goal: The average of Approaches, Meets, and Masters for Emergent Bilingual students will be 37% 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 %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	

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) RLA: 3 rd %:	Checkpoint 1B: (October) 3 rd %: 4 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %:
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Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels.

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



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 **RLA Growth: Hispanic, SPED, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 62% of Hispanic students will meet or exceed expected academic growth on STAAR RLA. • 60% of students served in Special Education will meet or exceed expected academic growth on STAAR RLA. • 65% of continuously enrolled students 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 23 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Nora Gonzales, Principal
Educational Interventions:	• Two reading instructional specialists pull targeted small groups for grades 3-5

	- Each teacher has dedicated targeted small group time scheduled daily - Master Schedule includes daily RTI/MTSS block - Exploring options for tutoring - Reach associates pull small groups
Allocation of Resources:	Required: Time Adjustments - Two reading instructional specialists pull targeted small groups for grades 3-5 - Each teacher has dedicated targeted small group time scheduled daily - Master Schedule includes daily RTI/MTSS block - Exploring options for tutoring Required: Funding Adjustments - Two RLA instructional specialists are paid for with district Title II funds - For RLA, campus has two MCLs (\$30,000); 2 Reach Associates in RLA (\$66,000) Required: Staffing Adjustments - Two RLA instructional specialists are paid for with district Title II funds - For RLA, campus has two MCLs (\$30,000); 2 Reach Associates in RLA (\$66,000) Strategic staffing – all 4th and 5th grade teachers are TIA designated

Data Monitoring:

Restate Goal: 62% of Hispanic students will meet or exceed expected academic growth on STAAR RLA.

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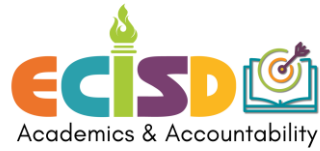


4 th %: 5 th %:	4 th %: 5 th %:	5 th %:	4 th %: 5 th %:	4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 60% of students served in Special Education will meet or exceed expected academic growth 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 %:
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 %:	

Restate Goal: 65% of continuously enrolled students will meet or exceed expected academic growth 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 %:
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 #5

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 Growth: SPED.**

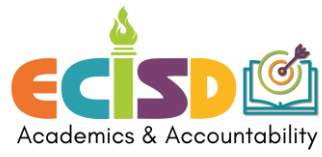
Criteria:	Campus Plan:
Campus Goal for this area:	57% of students served in Special Education will meet or exceed expected academic growth on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data 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)	Nora Gonzales, Principal
Educational Interventions:	- Two instructional specialists pull targeted small groups for grades 3-5 - Each teacher has dedicated targeted small group time scheduled daily - Master Schedule includes daily RTI/MTSS block - Exploring options for tutoring - Reach associates pull small groups
Allocation of Resources:	Required: Time Adjustments Two instructional specialists pull targeted small groups for grades 3-5

	- Each teacher has dedicated targeted small group time scheduled daily - Master Schedule includes daily RTI/MTSS block - Exploring options for tutoring Required: Funding Adjustments - Two instructional specialists are paid for with district Title II funds - For math, campus has two MCLs (\$30,000); 2 Reach Associates in RLA (\$66,000) Required: Staffing Adjustments - Two instructional specialists are paid for with district Title II funds - For math, campus has two MCLs (\$30,000); 2 Reach Associates in RLA (\$66,000) Strategic staffing – all 4th and 5th grade teachers are TIA designated
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Data Monitoring:

Restate Goal: 57% of students served in Special Education will meet or exceed expected academic growth 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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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.