

Lamar Consolidated Independent School District
Williams Elementary
2023-2024 Campus Improvement Plan

Mission Statement

The mission of Manford Williams Elementary School is to prepare students socially and academically to be lifelong learners and responsible, productive citizens in a competitive global society.

Vision

The vision of Manford Williams Elementary School is to provide a rigorous and stimulating environment that engages all students while preparing them to become global innovators, well-rounded citizens, diverse thinkers, and lifelong learners.

Value Statement

At Williams, we believe in teaching the whole child, student centered learning, and providing a safe and positive learning environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our first meeting was held on May 8, 2023. At this time, the Site Based Decision Committee (SBDC) met to review the purpose of the committee. We discussed Title I and the Comprehensive Needs Assessment. The team discussed the requirements to be a Title 1 campus as well as the purpose of the meeting to determine the campus needs. We shared the different types of data that we will collect and review. We selected and assigned teams to prepare data for our next meeting. Teams worked to set times to collaborate on their presentations. The next meeting date was set.

During our second meeting on June 1, 2023, the SBDC reviewed the Title 1 Process and the development of the Comprehensive Needs Assessment. Teams presented their data for demographics, student learning, perceptions, and school processes. Data used was: PEIMS information, state and local assessments, discipline data, Campus Climate Surveys, and attendance records. We determined that the campus would benefit by focusing on K-2 literacy development, ELAR, Math as well as the parent and student satisfaction. We drafted five goals based on the current data in these areas.

The third meeting was held on October 20, 2023 in the conference room at Williams Elementary school. The administrative team updated numbers and demographics for the 2023 - 2024 school year. We reviewed and edited goals and strategies.

Site Based Decision Making Committee Members:

Laci Crowson (Principal)

Hailey Wied (Assistant Principal)

Frika McCullough (Instructional Coach)

Tina Balleweg (Instructional Coach)

Angela Giarratano (Classroom Teacher)

Shelby Rushing (Classroom Teacher)

Ashley Barbera (Classroom Teacher)

Dawn Phillips (Classroom Teacher)

Marva O'Neal (District Representative)

Angela Powers (Community Representative)

MaryAnn Corbello (Parent)

Rachel Settle (Parent)

Demographics

Demographics Summary

Demographics: Manford Williams Elementary School currently has 711 students enrolled for the 2023 - 2024 school year.

Our campus consists of 29.8% African American, 30.93% Hispanic, 16.38% White, 0% American Indian, 18.5% Asian, 0% Pacific Islander, and 4.38% Two or more Races.

Enrollment by student group is 49.01% Economically Disadvantaged, 10.03% Special Education, and 33.9% English Language Learners.

There is a 12.3% mobility rate.

Our previous attendance rate is 95%.

Demographics Strengths

34% of staff have 10+ years of experience.

High teacher retention

Growing staff into leadership positions within the district

Student Learning

Student Learning Summary

ELAR MAP	Approaches	Meets	Masters
1st	60%	40%	14%
2nd	68%	42%	18%
3rd	81%	51%	29%
4th	84%	56%	31%
5th	86%	56%	30%

Math MAP	Approaches	Meets	Masters
1st	67%	34%	22%
2nd	75%	33%	5%
3rd	84%	59%	33%
4th	81%	49%	25%
5th	86%	54%	20%

Sci Winter MAP	Approaches	Meets	Masters
2nd	84%	68%	43%
3rd	94%	84%	62%
4th	87%	73%	48%
5th	88%	53%	16%

GRA	Below Level	On Level	Above Level
Kinder	34.04%	32.98%	32.98%

Student Learning Strengths

At least 80% of 3-5 students are at or above grade level in math and reading based on MAP testing.

At least % of 3-5 students are at meets in math and reading based on STAAR testing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Minimal student growth outcomes in K-2 literacy development. **Root Cause:** Lack of phonics resources and instruction for Tier 1 in K-2.

Problem Statement 2 (Prioritized): The lack of the amount of student math and reading MAP growth in 1st-2nd. **Root Cause:** Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.

Problem Statement 3 (Prioritized): The students were unfamiliar with the new online item types and online testing platform. **Root Cause:** Minimal exposure and understanding to new question types and the online platform.

School Processes & Programs

School Processes & Programs Summary

- Staffing - Systematic processes of screening and interviewing resulting in hiring highly qualified teachers and paras.
- Training - Provide high quality professional development from the campus and district leaders.
- Curriculum Supports - Instructional coaches, interventionists, resources, programs, district level content coaches.
- Behavior Management and Safety - Implement campus daily safety audits, drills and PBIS.

School Processes & Programs Strengths

- Retaining highly qualified staff
- Collaborative PLCs
- Data driven instruction and interventions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus did not have school-wide PBIS system that included individual student tracking and rewards/recognition. **Root Cause:** The campus staff was at the beginning phases of PBIS implementation and did not have an individual tracking system for rewards/recognition resulting in lack of staff and student buy-in.

Perceptions

Perceptions Summary

- K-12 Campus Climate Survey
 - Teacher, Parent, and Students

Perceptions Strengths

The data from the K-12 survey showed that these three areas were strengths.

"Teachers tell what they need to know to do well" - Students

"Teachers explain learning and expectations" - Teachers

"Clean and Safe School" - Parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students, including at-risk, do not have opportunities to attend extra-curricular activities after school on campus. **Root Cause:** The campus did not offer extra-curricular activities on campus due to shortage of staffing and knowledge of programs.

Priority Problem Statements

Problem Statement 1: Minimal student growth outcomes in K-2 literacy development.

Root Cause 1: Lack of phonics resources and instruction for Tier 1 in K-2.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd.

Root Cause 2: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus did not have school-wide PBIS system that included individual student tracking and rewards/recognition.

Root Cause 3: The campus staff was at the beginning phases of PBIS implementation and did not have an individual tracking system for rewards/recognition resulting in lack of staff and student buy-in.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students, including at-risk, do not have opportunities to attend extra -curricular activities after school on campus.

Root Cause 4: The campus did not offer extra-curricular activities on campus due to shortage of staffing and knowledge of programs.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The students were unfamiliar with the new online item types and online testing platform.

Root Cause 5: Minimal exposure and understanding to new question types and the online platform.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: By May 2024, the percentage of students that meet grade level expectations in reading will increase by at least 7% in Approaches, 5% in Meets, and 3% in Masters in grades 1-5 on MAP and 3-5 STAAR, and in Kinder will increase by at least 5% of On Level and 3% Above Level on GRA.

2022-2023 Campus MAP Performance

Gr 1 ELAR	60% Approaches,	40% Meets,	14% Masters
Gr 2 ELAR	67.7% Approaches,	40.2% Meets,	17.7% Masters
Gr 3 ELAR	80.8% Approaches,	58.6% Meets,	29.3% Masters
Gr 4 ELAR	84.3% Approaches,	56.2% Meets,	31.4% Masters
Gr 5 ELAR	86.4% Approaches,	56.3% Meets,	30.1% Masters

2022-2023 Campus STAAR Performance





Gr 3 ELAR	87.2% Approaches,	72.5% Meets,	45.9% Masters
Gr 4 ELAR	91.8% Approaches,	76.2% Meets,	37.7% Masters
Gr 5 ELAR	90.8% Approaches,	79.8% Meets,	61.5% Masters





2022-2023 Kinder GRA Performance







GRA Below Level	On Level	Above Level
Kinder	34.04%	32.98% 32.98%

Performance Objective 1: Improve quality of Tier 1 instruction.

Evaluation Data Sources: District assessments and campus data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all ELAR teachers receive adequate trainings and instructional supports such as The Science of Teaching Reading Academies, UFLI Phonics, Heggerty Phonemic Awareness, The Next Steps Forward In Guided Reading, and Running Records during their planning time, faculty meetings, and on campus PD days.</p> <p>Strategy's Expected Result/Impact: high quality Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: supplemental reading resources - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$163.30, supplemental reading resources - 211 Title I, Part A - \$2,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-5 Teachers will deliver instruction from Guided Reading/Writing group lessons daily as seen in their lesson plans with a focus on comprehension, vocabulary, fluency, oral reading, phonics, and grammar using using various strategies and models such as 7-Steps to a Language-Rich Interactive Classroom, Inquiry Illuminated, deep practice, etc . K-2 teachers will additionally deliver instruction using UFLI Phonics and Heggerty Phonemic Awareness.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased MAP scores (1st-5th), TX-KEA (K), and GRA levels in all grades.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement common assessments by using district created majors (when available) to ensure rigor and alignment. During PLCs staff will disaggregate, analyze, and share results to track patterns and performance to adjust Tier 1 instruction ensuring all students meet state standards and focus on growth of all subpops during small group instruction.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, MTSS/CTC Coach, ELAR Teachers, Special Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Personnel Cost (MTSS/CTC Coach) - 211 Title I, Part A - \$66,420.26</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will incorporate cross-curricular short constructed response (SCR) writing activities and a variety of answer response types (multi-select, multi-part, ordering, hotspot/label, graphing, etc.) on all major assessments grades 2-5 utilizing online platforms (1st grade will implement by the 3rd 9 weeks). Results will be analyzed during PLC's. Teachers will adjust instruction based on data analysis.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction and vertical alignment in ELAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, All Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The PK teachers and aide will provide a well-rounded instruction to PK students following the district curriculum and using the PK checklist to improve Kindergarten Readiness.</p> <p>Strategy's Expected Result/Impact: Early childhood intervention to support our youngest learners will aide in life long success.</p> <p>Staff Responsible for Monitoring: Principal, PK teachers, and PK aides</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: personnel - Pre-K aide - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$64,307.38</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Minimal student growth outcomes in K-2 literacy development. Root Cause: Lack of phonics resources and instruction for Tier 1 in K-2.</p> <p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p>

Goal 1: By May 2024, the percentage of students that meet grade level expectations in reading will increase by at least 7% in Approaches, 5% in Meets, and 3% in Masters in grades 1-5 on MAP and 3-5 STAAR, and in Kinder will increase by at least 5% of On Level and 3% Above Level on GRA.

2022-2023 Campus MAP Performance

Gr 1 ELAR	60% Approaches,	40% Meets,	14% Masters
Gr 2 ELAR	67.7% Approaches,	40.2% Meets,	17.7% Masters
Gr 3 ELAR	80.8% Approaches,	58.6% Meets,	29.3% Masters
Gr 4 ELAR	84.3% Approaches,	56.2% Meets,	31.4% Masters
Gr 5 ELAR	86.4% Approaches,	56.3% Meets,	30.1% Masters

2022-2023 Campus STAAR Performance

Gr 3 ELAR	87.2% Approaches,	72.5% Meets,	45.9% Masters
Gr 4 ELAR	91.8% Approaches,	76.2% Meets,	37.7% Masters
Gr 5 ELAR	90.8% Approaches,	79.8% Meets,	61.5% Masters





2022-2023 Kinder GRA Performance









GRA Below Level On Level Above Level

Kinder	34.04%	32.98%	32.98%
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Performance Objective 2: Targeted intervention and enrichment to support student achievement.

Evaluation Data Sources: District assessments and campus data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide tutorials, individualized instruction support, and materials during the day for accelerated instruction, small groups, and enrichment to close gaps and academic deficits of our at-risk students and to ensure growth of all students.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers, Special Ed Teachers, Librarian, Part-time tutors, and Paraprofessionals.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: supplemental ESL and ELAR materials - 211 Title I, Part A - \$5,000, Part-time non-LCISD Tutors - 211 Title I, Part A - \$16,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During Data/MTSS meetings, teachers and CORE team will review all campus and district data and identify students needing intervention. Small groups will be formed to provide invention before and during the school day. Hire instructional tutors for additional support.</p> <p>Strategy's Expected Result/Impact: Instructional Coach, ESL Coach, classroom teachers, paraprofessionals and tutors will have scheduled tutorial groups based on student data and need to provide additional intentional instruction to close the gaps of our Tier 2, Tier 3 students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, Teachers, MTSS/CTC Coach, and Tutors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: instructional tutors - 211 Title I, Part A - \$1,500, Instructional tutors - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$7,825.70</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each nine weeks SPED case managers, EB Specialist, and teachers will meet with campus administration to review individual student data and progress for Special Education and EB students to tailor their accommodations as needed to scaffold for success.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, targeted intervention with results, 5% increase of students meeting their MAP growth goal.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and SPED case managers, SPED Compliance Coordinator, EB Specialist, EB Aide</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will provide supplemental instruction, support, and timely interventions during accelerated instruction time to address the needs of Tier 2 and Tier 3 at-risk students on our campus.</p> <p>Strategy's Expected Result/Impact: Close the gaps between at-risk students and general ed students.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, CTC/Academic Coach, ELAR teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. **Root Cause:** Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.

Goal 1: By May 2024, the percentage of students that meet grade level expectations in reading will increase by at least 7% in Approaches, 5% in Meets, and 3% in Masters in grades 1-5 on MAP and 3-5 STAAR, and in Kinder will increase by at least 5% of On Level and 3% Above Level on GRA.

2022-2023 Campus MAP Performance

Gr 1 ELAR	60% Approaches,	40% Meets,	14% Masters
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Gr 4 ELAR	84.3% Approaches,	56.2% Meets,	31.4% Masters
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2022-2023 Campus STAAR Performance

Gr 3 ELAR	87.2% Approaches,	72.5% Meets,	45.9% Masters
Gr 4 ELAR	91.8% Approaches,	76.2% Meets,	37.7% Masters
Gr 5 ELAR	90.8% Approaches,	79.8% Meets,	61.5% Masters

2022-2023 Kinder GRA Performance









GRA Below Level On Level Above Level

Kinder	34.04%	32.98%	32.98%
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Performance Objective 3: 70% or above of 3rd grade students will score meets grade level or above on STAAR Reading by June 2024.

HB3 Goal

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement common assessments by using district created majors (when available) to ensure rigor and alignment. During PLCs staff will desegregate, analyze, and share results in PLCs to analyze patterns and performance to adjust Tier 1 instruction with a focus foundational skills that are missing from K-2 Next Steps to Guided Reading such as phonics, phonemic awareness, and fluency during small group instruction to ensure that all students meet state standards and to focus on growth of all subpops during small group instruction.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will incorporate cross-curricular short constructed response (SCR) writing activities and a variety of answer response types (multi-select, multi-part, ordering, hotspot/label, graphing, etc.) on all major assessments. Results will be analyzed during PLC's. Teachers will adjust instruction based on data analysis.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction and vertical alignment in ELAR</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, ELAR teachers, MTSS/CTC Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Minimal student growth outcomes in K-2 literacy development. **Root Cause:** Lack of phonics resources and instruction for Tier 1 in K-2.

Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. **Root Cause:** Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.

Goal 1: By May 2024, the percentage of students that meet grade level expectations in reading will increase by at least 7% in Approaches, 5% in Meets, and 3% in Masters in grades 1-5 on MAP and 3-5 STAAR, and in Kinder will increase by at least 5% of On Level and 3% Above Level on GRA.

2022-2023 Campus MAP Performance

Gr 1 ELAR 60% Approaches, 40% Meets, 14% Masters
 Gr 2 ELAR 67.7% Approaches, 40.2% Meets, 17.7% Masters
 Gr 3 ELAR 80.8% Approaches, 58.6% Meets, 29.3% Masters
 Gr 4 ELAR 84.3% Approaches, 56.2% Meets, 31.4% Masters
 Gr 5 ELAR 86.4% Approaches, 56.3% Meets, 30.1% Masters

2022-2023 Campus STAAR Performance

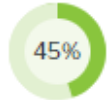

Gr 3 ELAR 87.2% Approaches, 72.5% Meets, 45.9% Masters
 Gr 4 ELAR 91.8% Approaches, 76.2% Meets, 37.7% Masters
 Gr 5 ELAR 90.8% Approaches, 79.8% Meets, 61.5% Masters









2022-2023 Kinder GRA Performance

GRA Below Level On Level Above Level
 Kinder 34.04% 32.98% 32.98%

Performance Objective 4: All teachers will be provided with appropriate materials and resources to enhance instruction to all students including students identified as at risk.

Evaluation Data Sources: District assessments and campus data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inventory all ELAR materials and purchase necessary resources, programs, student books, classroom libraries, and professional development to ensure equity and equality in all classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers are equipped with research based, relevant materials - equitable personalized instruction and high yield instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ELAR Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: supplemental ELAR materials - 211 Title I, Part A - \$3,000, supplemental ESL materials - 211 Title I, Part A - \$2,000, supplemental ELAR materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500, Reading Plus-Park - 211 Title I, Part A - \$9,100</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host meetings and academic events for staff to explain to parents the available reading resources, materials, and strategies to support partnerships connected to parent, family, and community engagement plan.</p> <p>Strategy's Expected Result/Impact: Increased relevance of home-school connection.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ELAR Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: refreshments for parent meetings - 211 Title I, Part A - \$400</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Inventory and purchase technology to ensure equity and equality in all classrooms.</p> <p>Strategy's Expected Result/Impact: Classrooms will be equipped with technology devices - equitable personalized instruction and access to online resources.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Librarian</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Laptop and License and cart - 211 Title I, Part A - \$28,000</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p> <p>Problem Statement 3: The students were unfamiliar with the new online item types and online testing platform. Root Cause: Minimal exposure and understanding to new question types and the online platform.</p>

Goal 2: By May 2024, the percentage of students that meet grade level expectations in math will increase by at least 7% in Approaches, 5% in Meets, and 3% in Masters in grades 1-5 on MAP and 3-5 STAAR.

2022 -2023 Math MAP


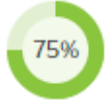
	Approaches	Meets	Masters
1st	67%	34%	22%
2nd	75%	33%	5%
3rd	84%	59%	33%
4th	81%	49%	25%
5th	87%	56%	19%





2022 -2023 Math STAAR







	Approaches	Meets	Masters
3rd	86.2%	58.7 %	23.9 %
4th	85%	59.2%	29.2 %
5th	94.5%	76.2%	34.9%

Performance Objective 1: Improve quality of Tier 1 instruction.

Evaluation Data Sources: District assessments and campus data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all Math teachers receive adequate trainings and instructional supports such as Number Talks, Deep Practice, Guided Math, Spiral Review during planning, campus PD days, and faculty meetings.</p> <p>Strategy's Expected Result/Impact: high quality Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Math Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: supplemental math resources - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500, supplemental math resources - 211 Title I, Part A - \$3,000</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement common assessments by using district created majors (when available) to ensure rigor and alignment. During PLCs staff will disaggregate, analyze, and share results to track patterns and performance to adjust Tier 1 instruction ensuring all students meet state standards and focus on growth of all subpops during small group instruction.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Math Teachers, SPED Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will incorporate a variety of answer response types (multi-select, multi-part, ordering, hotspot/label, graphing, etc.) on all major assessments grades 2-5 utilizing online platforms (1st grade will implement by the 3rd 9 weeks). Results will be analyzed during PLC's. Teachers will adjust instruction based on data analysis.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction and vertical alignment in Math</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, MTSS/CTC Coach, ESL Coach, MathTeachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: supplemental math materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will deliver instruction using a consistent and effective program of academic vocabulary during instruction using various strategies and models such as 7-Steps to a Language-Rich Interactive Classroom, Inquiry Illuminated, deep practice, number talks, spiral review, and guided math.</p> <p>Strategy's Expected Result/Impact: Student will engage in discussions using academic vocabulary.</p> <p>Staff Responsible for Monitoring: Instructional Coach/Math teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p>
<p>Problem Statement 3: The students were unfamiliar with the new online item types and online testing platform. Root Cause: Minimal exposure and understanding to new question types and the online platform.</p>

Goal 2: By May 2024, the percentage of students that meet grade level expectations in math will increase by at least 7% in Approaches, 5% in Meets, and 3% in Masters in grades 1-5 on MAP and 3-5 STAAR.

2022 -2023 Math MAP



	Approaches	Meets	Masters
1st	67%	34%	22%
2nd	75%	33%	5%
3rd	84%	59%	33%
4th	81%	49%	25%
5th	87%	56%	19%





2022 -2023 Math STAAR







	Approaches	Meets	Masters
3rd	86.2%	58.7 %	23.9 %
4th	85%	59.2%	29.2 %
5th	94.5%	76.2%	34.9%

Performance Objective 2: Targeted intervention to support student improvement.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide tutorials, individualized instruction support, and materials during the day for accelerated instruction, small groups, and enrichment to close gaps and academic deficits of our at-risk students and to ensure growth of all students.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Coach, Math Teachers, Special Ed Teachers, paraprofessionals and tutors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: instructional tutors - 211 Title I, Part A - \$5,000, Part-time, non-LCISD Tutor - 211 Title I, Part A - \$8,000</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During Data/MTSS meetings, teachers and CORE team will review all campus and district data and identify students needing intervention. Small groups will be formed to provide invention before and during the school day. Hire instructional tutors for additional support.</p> <p>Strategy's Expected Result/Impact: Instructional Coach, ESL Coach, and classroom teachers will have scheduled tutorial groups based on student need and data to accelerate learning or progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, MTSS/CTC Coach, and Teachers and paraprofessionals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each nine weeks SPED case managers, EB Specialist, and teachers will meet with campus administration to review individual student data and progress for Special Education and EB students to tailor their accommodations as needed to scaffold for success.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, targeted intervention with results of 5% increase of students meeting their MAP growth goal.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, EB Specialist, and SPED case managers, SPED Compliance Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will provide supplemental instruction, support, and timely interventions during accelerated instruction time to address the needs of Tier 2 and Tier 3 at-risk students on our campus.</p> <p>Strategy's Expected Result/Impact: Close the gaps between TIER 3 and General Ed students, grow all students</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, MTSS/CTC Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Tutors - 211 Title I, Part A - \$5,179.74</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p>

Goal 2: By May 2024, the percentage of students that meet grade level expectations in math will increase by at least 7% in Approaches, 5% in Meets, and 3% in Masters in grades 1-5 on MAP and 3-5 STAAR.

2022 -2023 Math MAP

	Approaches	Meets	Masters
1st	67%	34%	22%
2nd	75%	33%	5%
3rd	84%	59%	33%
4th	81%	49%	25%
5th	87%	56%	19%


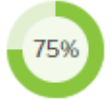
2022 -2023 Math STAAR







	Approaches	Meets	Masters
3rd	86.2%	58.7 %	23.9 %
4th	85%	59.2%	29.2 %
5th	94.5%	76.2%	34.9%

Performance Objective 3: At least 70% percent of 3rd grade students that score meets grade level or above on STAAR Math by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement common, formative, and summative assessments and disaggregate, analyze, and share results in PLCs to analyze patterns and performance to adjust Tier 1 instruction and focus on fundamental skills missing from K-2.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach, ESL Coach, Math Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will incorporate a variety of answer response types (multi-select, multi-part, ordering, hotspot/label, graphing, etc.) on all major assessments grades 2-5 utilizing online platforms (1st grade will implement by the 3rd 9 weeks). Results will be analyzed during PLC's. Teachers will adjust instruction based on data analysis.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction and vertical alignment in Math</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Instructional Coach, and Paraprofessionals.</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p>

Goal 2: By May 2024, the percentage of students that meet grade level expectations in math will increase by at least 7% in Approaches, 5% in Meets, and 3% in Masters in grades 1-5 on MAP and 3-5 STAAR.

2022 -2023 Math MAP



	Approaches	Meets	Masters
1st	67%	34%	22%
2nd	75%	33%	5%
3rd	84%	59%	33%
4th	81%	49%	25%
5th	87%	56%	19%







2022 -2023 Math STAAR

	Approaches	Meets	Masters
3rd	86.2%	58.7 %	23.9 %
4th	85%	59.2%	29.2 %
5th	94.5%	76.2%	34.9%

Performance Objective 4: All teachers will be provided with appropriate materials and resources to enhance instruction to all students including students identified as at risk.

Evaluation Data Sources: district assessments and campus data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inventory all Math materials and purchase necessary resources, programs, and professional development to ensure equity and equality in all classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers are equipped with research based, relevant materials - equitable personalized instruction and high yield instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach, Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: supplemental Math materials - 211 Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host meetings and academic events for staff to explain to parents the available math resources, materials, and strategies to support partnerships connected to parent, family, and community engagement plan.</p> <p>Strategy's Expected Result/Impact: Increased relevance of home-school connection.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Math Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: refreshments for parent meetings - 211 Title I, Part A - \$200</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p>
Perceptions
<p>Problem Statement 1: Students, including at-risk, do not have opportunities to attend extra -curricular activities after school on campus. Root Cause: The campus did not offer extra-curricular activities on campus due to shortage of staffing and knowledge of programs.</p>

Goal 3: By May 2024, the percentage of students that meet grade level expectations in science will increase by at least 5% in Approaches, 5% in Meets, and 3% in Masters in grades 2-5 on MAP and 5th Science STAAR.

2022 - 2023 Sci Winter MAP



	Approaches	Meets	Masters
2nd	84%	68%	43%
3rd	94%	84%	62%
4th	87%	73%	48%
5th	88%	53%	16%





2022 - 2023 Sci STAAR







	Approaches	Meets	Masters
5th	86.2%	52.3%	21.1%

Performance Objective 1: Improve quality of Tier 1 instruction.

Evaluation Data Sources: District assessments and campus data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will receive adequate trainings and resources such as Stemscoptes, etc. and instructional supports during their planning time, faculty meetings, and on campus PD days.</p> <p>Strategy's Expected Result/Impact: high quality Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Science Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: supplemental science resources - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement common assessments by using district created majors (when available) to ensure rigor and alignment. During PLCs staff will disaggregate, analyze, and share results to track patterns and performance to adjust Tier 1 instruction ensuring all students meet state standards and focus on growth of all subpops during small group instruction.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Science Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will incorporate a variety of answer response types (multi-select, multi-part, ordering, hotspot/label, graphing, etc.) on all major assessments grades 2-5 utilizing online platforms (1st grade will implement by the 3rd 9 weeks). Results will be analyzed during PLC's. Teachers will adjust instruction based on data analysis.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction and vertical alignment in Science</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: supplemental science materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will deliver instruction using a consistent and effective program of academic vocabulary during instruction and active science lab usage using various strategies and models such as 7-Steps to a Language-Rich Interactive Classroom, Inquiry Illuminated, deep practice, etc.</p> <p>Strategy's Expected Result/Impact: Increase in student academic discourse.</p> <p>Staff Responsible for Monitoring: Science Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p> <p>Problem Statement 3: The students were unfamiliar with the new online item types and online testing platform. Root Cause: Minimal exposure and understanding to new question types and the online platform.</p>

Goal 3: By May 2024, the percentage of students that meet grade level expectations in science will increase by at least 5% in Approaches, 5% in Meets, and 3% in Masters in grades 2-5 on MAP and 5th Science STAAR.

2022 - 2023 Sci Winter MAP



	Approaches	Meets	Masters
2nd	84%	68%	43%
3rd	94%	84%	62%
4th	87%	73%	48%
5th	88%	53%	16%









2022 - 2023 Sci STAAR

	Approaches	Meets	Masters
5th	86.2%	52.3%	21.1%

Performance Objective 2: Targeted intervention to support student improvement.

Evaluation Data Sources: District assessments and campus data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide tutorials, individualized instruction support, and materials during accelerated instruction and small groups for at risk students in order to close gaps and academic deficits and for enrichment to ensure growth of all students.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, MathTeachers, Special Ed Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: supplemental ESL materials - 211 Title I, Part A - \$200, supplemental Science materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During Data/MTSS meetings, teachers and CORE team will review all campus and district data and identify students needing intervention. Small groups will be formed for before and during the school day intervention.</p> <p>Strategy's Expected Result/Impact: Coach, ESL Coach, and classroom teachers will have scheduled tutorial groups based on student need and data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, MTSS/CTC coach and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each nine weeks SPED case managers, EB Specialist, and teachers will meet with campus administration to review individual student data and progress for Special Education students and EL's to tailor their accommodations as needed to scaffold for success.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, targeted intervention with results of 5% increase of students meeting their MAP growth goal.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, EB Specialist and SPED case managers, SPED Compliance Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p>

Goal 3: By May 2024, the percentage of students that meet grade level expectations in science will increase by at least 5% in Approaches, 5% in Meets, and 3% in Masters in grades 2-5 on MAP and 5th Science STAAR.

2022 - 2023 Sci Winter MAP



	Approaches	Meets	Masters
2nd	84%	68%	43%
3rd	94%	84%	62%
4th	87%	73%	48%
5th	88%	53%	16%







2022 - 2023 Sci STAAR

	Approaches	Meets	Masters
5th	86.2%	52.3%	21.1%

Performance Objective 3: Teachers will be provided with appropriate materials, programs, resources, and professional development to enhance instruction to all students including students identified as at risk.

Evaluation Data Sources: district assessments and campus data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inventory all Science materials and purchase necessary resources , programs, and professional development to ensure equity and equality in all classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers are equipped with research based, relevant materials - equitable personalized instruction and high yield instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Science Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: supplemental science materials - 211 Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host meetings and academic events for staff to explain to parents the available science resources, materials, and strategies to support partnerships connected to parent, family, and community engagement plan.</p> <p>Strategy's Expected Result/Impact: Increased relevance of home-school connection.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Performance Objective 3 Problem Statements:







Student Learning
<p>Problem Statement 2: The lack of the amount of student math and reading MAP growth in 1st-2nd. Root Cause: Lower level of rigor and inconsistent Tier 1 instruction. In math, inconsistent implementation of the expected district guided math instruction. In reading, inconsistent implementation of the expected district guided reading instruction.</p>

Goal 4: By February 2024, we will increase the number of parents that rate the overall quality of their student's education as an A or B from 88% to 93% according to the LCISD Parent Campus Climate Survey.

Performance Objective 1: Increase parent and community involvement.

Evaluation Data Sources: parent sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Invite parents and community members using Social Media, flyers, newsletter/marquee, and community outreach to participate in family academic events based on feedback from Title I parent survey, PTO meetings, and SBDM.</p> <p>Strategy's Expected Result/Impact: Based on previous year and current year event sign-in sheets, increase parent attendance.</p> <p>Staff Responsible for Monitoring: Principals, Title One Coordinator</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate monthly Social/Emotional programs and trauma support/resources for families by providing information and workshops. Information for Project L.E.A.R.N events will also be shared in parent communication.</p> <p>Strategy's Expected Result/Impact: Increase in parent attendance at events, positive feedback via surveys/emails, and parent/student participation in events, specific dress days, fundraisers, and behaviors.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will provide intentional and targeted communication based on student specific needs.</p> <p>Strategy's Expected Result/Impact: Open lines of communication with parents and bridging the gap of home-school learning.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			









Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Students, including at-risk, do not have opportunities to attend extra -curricular activities after school on campus. Root Cause: The campus did not offer extra-curricular activities on campus due to shortage of staffing and knowledge of programs.</p>

Goal 4: By February 2024, we will increase the number of parents that rate the overall quality of their student's education as an A or B from 88% to 93% according to the LCISD Parent Campus Climate Survey.

Performance Objective 2: Increase opportunities to be engaged with student learning and growth.

Evaluation Data Sources: Volunteer sign-in sheets,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide parents with opportunities to give feedback, gain information including guidance with curriculum, and make connections through monthly videos and feedback forms (Tuesday Talks).</p> <p>Strategy's Expected Result/Impact: Parents receive information and answer questions for supporting their students.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for parents and community members to volunteer on campus (cafeteria, library, projects and events).</p> <p>Strategy's Expected Result/Impact: Parents and community members gain opportunities to partner with the campus.</p> <p>Staff Responsible for Monitoring: Principals, Volunteer Coordinator, Office staff</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions





Problem Statement 1: Students, including at-risk, do not have opportunities to attend extra -curricular activities after school on campus. **Root Cause:** The campus did not offer extra-curricular activities on campus due to shortage of staffing and knowledge of programs.









Goal 5: Using a campus made climate survey, by May 2024:

- A. 85% of students will rate their overall quality of education as an A or B.
- B. 85% of teachers will rate the overall quality of workplace environment as an A or B.

Performance Objective 1: Students and staff will participate in monthly social emotional programs, such as Character Counts, and PBIS campus-wide behavior system activities focusing on consistency using common language and expectations.

Evaluation Data Sources: Staff will highlight students who demonstrate PBIS behavior expectations and pillars of Character Counts.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement use of the PBIS online system for students to earn and manage rewards points as a result of meeting expectations.</p> <p>Strategy's Expected Result/Impact: Students will follow PBIS expectations</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold Friday house meetings and nine-weeks celebration days aligned with PBIS and Character Counts Pillars.</p> <p>Strategy's Expected Result/Impact: Initiate conversations and community awareness of PBIS and Character Counts Pillars to positively impact school climate and culture.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus daily announcements will include a PBIS focus area of the week.</p> <p>Strategy's Expected Result/Impact: Lessons will aid students in developing decision-making, communication, and life skills. Students also begin to explore their own character, create positive peer relationships, and learn about teamwork and independent study.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will continue implementation of an on-going school-wide behavior system (PBIS).</p> <p>Strategy's Expected Result/Impact: The PBIS system will provide incentives to create a positive school climate and culture for both students and staff as measured by the end of the year climate surveys and resulting in a reduction in discipline referrals.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:









School Processes & Programs
<p>Problem Statement 1: Campus did not have school-wide PBIS system that included individual student tracking and rewards/recognition. Root Cause: The campus staff was at the beginning phases of PBIS implementation and did not have an individual tracking system for rewards/recognition resulting in lack of staff and student buy-in.</p>

Goal 5: Using a campus made climate survey, by May 2024:

- A. 85% of students will rate their overall quality of education as an A or B.
- B. 85% of teachers will rate the overall quality of workplace environment as an A or B.

Performance Objective 2: Students will have the opportunity participate in academic competitions.

Evaluation Data Sources: Students will have opportunities to participate in UIL, Science Olympiad, and other various academic competitions.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Encourage student participation in academic competitions and provide incentives.</p> <p>Strategy's Expected Result/Impact: Boost confidence in students.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide incentives to encourage staff participation in support of campus and district competitions .</p> <p>Strategy's Expected Result/Impact: Staff will coach, support, and/or attend campus and district level competitions.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Campus did not have school-wide PBIS system that included individual student tracking and rewards/recognition. **Root Cause:** The campus staff was at the beginning phases of PBIS implementation and did not have an individual tracking system for rewards/recognition resulting in lack of staff and student buy-in.

Perceptions

Problem Statement 1: Students, including at-risk, do not have opportunities to attend extra -curricular activities after school on campus. **Root Cause:** The campus did not offer extra-curricular activities on campus due to shortage of staffing and knowledge of programs.









Goal 5: Using a campus made climate survey, by May 2024:

A. 85% of students will rate their overall quality of education as an A or B.

B. 85% of teachers will rate the overall quality of workplace environment as an A or B.

Performance Objective 3: Increase rates of student and staff attendance.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide incentives for staff based on attendance.</p> <p>Strategy's Expected Result/Impact: Increase in positive student behavior due to staff consistently meeting expectations.</p> <p>Staff Responsible for Monitoring: Admin and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide incentives for students based on attendance and timeliness.</p> <p>Strategy's Expected Result/Impact: Increase in academic opportunities for students.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Students, including at-risk, do not have opportunities to attend extra-curricular activities after school on campus. Root Cause: The campus did not offer extra-curricular activities on campus due to shortage of staffing and knowledge of programs.</p>







Goal 5: Using a campus made climate survey, by May 2024:

A. 85% of students will rate their overall quality of education as an A or B.

B. 85% of teachers will rate the overall quality of workplace environment as an A or B.

Performance Objective 4: Provide morale building opportunities for staff.

Evaluation Data Sources: Results from campus climate questionnaire.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Wednesday Wellness Checks and feedback survey to plan morale building opportunities as needed.</p> <p>Strategy's Expected Result/Impact: Have a pulse on the staff climate and provide support to staff as needed.</p> <p>Staff Responsible for Monitoring: Core team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: Students, including at-risk, do not have opportunities to attend extra -curricular activities after school on campus. Root Cause: The campus did not offer extra-curricular activities on campus due to shortage of staffing and knowledge of programs.</p>

State Compensatory

Budget for Williams Elementary

Total SCE Funds: \$73,498.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Salaries and wages for a paraprofessional, tutors, resources and materials and technology.

Personnel for Williams Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Claudia Granados	PK Aide	1
Shelly Ayres	PK Aide	1

Title I

1.1: Comprehensive Needs Assessment

Our first meeting was held on May 8, 2023. At this time, the Site Based Decision Committee (SBDC) met to review the purpose of the committee. We discussed Title I and the Comprehensive Needs Assessment. The team discussed the requirements to be a Title 1 campus as well as the purpose of the meeting to determine the campus needs. We shared the different types of data that we will collect and review. We selected and assigned teams to prepare data for our next meeting. Teams worked to set times to collaborate on their presentations. The next meeting date was set.

During our second meeting on June 1, 2023, the SBDC reviewed the Title 1 Process and the development of the Comprehensive Needs Assessment. Teams presented their data for demographics, student learning, perceptions, and school processes. Data used was: PEIMS information, state and local assessments, discipline data, Campus Climate Surveys, and attendance records. We determined that the campus would benefit by focusing on K-2 literacy development, ELAR, Math as well as the parent and student satisfaction. We drafted five goals based on the current data in these areas.

The third meeting was held on October 20, 2023 in the conference room at Williams Elementary school. The administrative team updated numbers and demographics for the 2023 - 2024 school year. We reviewed and edited goals and strategies.

Site Based Decision Making Committee Members:

Laci Crowson (Principal)

Hailey Wied (Assistant Principal)

Frika McCullough (Instructional Coach)

Tina Balleweg (Instructional Coach)

Angela Giarratano (Classroom Teacher)

Shelby Rushing (Classroom Teacher)

Ashley Barbera (Classroom Teacher)

Dawn Phillips (Classroom Teacher)

Marva O'Neal (District Representative)

Angela Powers (Community Representative)

MaryAnn Corbello (Parent)

Rachel Settle (Parent)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, business representatives, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed as follows:

Laci Crowson, Principal

Hailey Wied, Assistant Principal

Analleli Martinez, Admin Assistant

Franciska McCullough, Instructional Coach

Christina Balleweg, Instructional Coach

Hether DePasquale, Academic Facilitator

Annette Nava, ESL Coach

Holly Treece, Librarian

Yvonne Pena, Counselor

Chelsea Barker, Pre-K Teacher

Shelby Rushing, Kindergarten Teacher

Ashley Barbera, First Grade Teacher

Sarah Mire, Second Grade Teacher

Dawn Phillips, Third Grade Teacher

Angela Giarratano, Fourth Grade Teacher

Kayleigh Holub, Fifth Grade Teacher

Debra Ullmann, PE Teacher

Amanda Maughan, Special Education Resource/Inclusion Teacher

MaryAnn Corbello, Parent

Rachel Settle, Parent

Angela Powers, Community Partner

2.2: Regular monitoring and revision

Williams Elementary team leaders, campus leadership team, and Site Based Decision Committee work together to monitor, revise and edit the plan throughout the year. Student data is also reviewed to ensure that all students are provided opportunities to meet the challenging academic standards. Intervention groups are formed based on the student data. The SBDM team met on June 14, 2023 and July 18, 2023 to give input for the 2023-2024 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus leadership and SBDC throughout the year.

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

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Parent Teacher Compact, and the Parent and Family Engagement Policy. These policies will be accessible in the locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

2.4: Opportunities for all children to meet State standards

We will provide tutorials, individualized instruction support, and materials during accelerated instruction and small groups for at risk students in order to close gaps and academic deficits and for enrichment to ensure growth of all students. Teachers will implement common assessments by using district created majors (when available) to ensure rigor and alignment. During PLCs staff will disaggregate, analyze, and share results to track patterns and performance to adjust Tier 1 instruction ensuring all students meet state standards and focus on growth of all sub pops during small group instruction. Ensure all receive adequate trainings and instructional supports during their planning time, faculty meetings, and on campus PD days.

2.5: Increased learning time and well-rounded education

Each grade level identifies individual students who need additional learning time to meet standards. Students are grouped and receive additional support during before school tutorials, and accelerated instruction (GROW) time.

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

We regularly hold MTSS/Kid Watch meetings for staff to discuss and track students of concern and track at-risk. Each grade level identifies individual students who need additional learning time to meet standards. Students are grouped and receive additional support during before school tutorials, and accelerated instruction (GROW) time.

3.1: Annually evaluate the schoolwide plan

Williams Elementary team leaders, campus leadership team, and Site Based Decision Committee work together to monitor, revise and edit the plan annually.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hether DePasquale	Academic Facilatator		1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Laci Crowson	Principal
Administrator	Hailey Wied	Assistant Principal
Instructional Coach	Franciska McCullough	Instructional Coach
Non-classroom Professional	Holly Treece	Librarian
Non-classroom Professional	Yvonne Carrasco Pena	Counselor
Parent	Maryann Corbello	Parent
District-level Professional	Marva O'Neal	Director of Federal Programs
Community Representative	Angela Powers	Community Member
Instructional Coach	Christina Ballewag	Instructional Coach
Classroom Teacher	Shelby Rushing	Kinder Teacher
Classroom Teacher	Ashley Barbera	1st grade teacher
Classroom Teacher	Angela Giarratano	4th grade teacher
Parent	Rachel Settle	parent
Classroom Teacher	Dawn Phillips	3rd grade teacher
Instructional Coach	Hether DePasquale	Instructional Coach
Classroom Teacher	Chelsea Barker	Teacher
Classroom Teacher	Sarah Mire	Teacher
Non-classroom Professional	Amanda Maughan	SpEd Teacher
Classroom Teacher	Kayleigh Holub	Teacher
Non-classroom Professional	Debra Ullmann	PE Coach

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplemental reading resources		\$2,000.00
1	1	3	Personnel Cost (MTSS/CTC Coach)		\$66,420.26
1	2	1	supplemental ESL and ELAR materials		\$5,000.00
1	2	1	Part-time non-LCISD Tutors		\$16,000.00
1	2	2	instructional tutors		\$1,500.00
1	4	1	supplemental ELAR materials		\$3,000.00
1	4	1	Reading Plus-Park		\$9,100.00
1	4	1	supplemental ESL materials		\$2,000.00
1	4	2	refreshments for parent meetings		\$400.00
1	4	3	Laptop and License and cart		\$28,000.00
2	1	1	supplemental math resources		\$3,000.00
2	2	1	Part-time, non-LCISD Tutor		\$8,000.00
2	2	1	instructional tutors		\$5,000.00
2	2	4	Tutors		\$5,179.74
2	4	1	supplemental Math materials		\$500.00
2	4	2	refreshments for parent meetings		\$200.00
3	2	1	supplemental ESL materials		\$200.00
3	3	1	supplemental science materials		\$500.00
Sub-Total					\$156,000.00
Budgeted Fund Source Amount					\$156,000.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplemental reading resources		\$163.30
1	1	5	personnel - Pre-K aide		\$64,307.38
1	2	2	Instructional tutors		\$7,825.70

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	supplemental ELAR materials		\$500.00
2	1	1	supplemental math resources		\$500.00
2	1	3	supplemental math materials		\$500.00
3	1	1	supplemental science resources		\$500.00
3	1	3	supplemental science materials		\$500.00
3	2	1	supplemental Science materials		\$500.00
Sub-Total					\$75,296.38
Budgeted Fund Source Amount					\$75,296.38
+/- Difference					\$0.00
Grand Total Budgeted					\$231,296.38
Grand Total Spent					\$231,296.38
+/- Difference					\$0.00