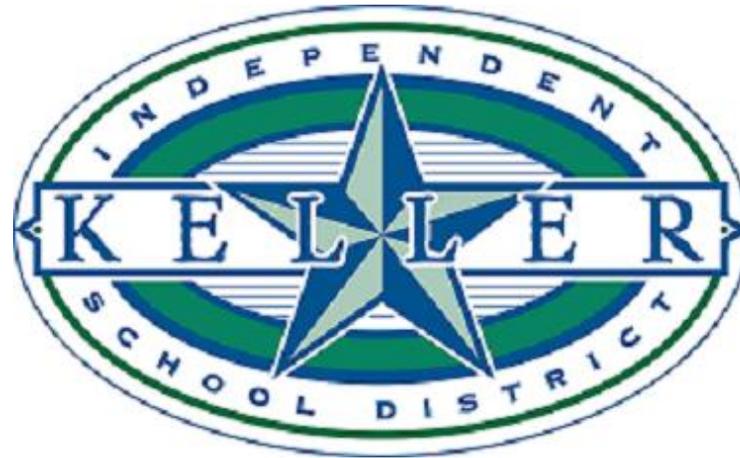


Keller Independent School District

Caprock Elementary School

Improvement Plan

2020-2021



Mission Statement

Caprock Elementary School, in partnership with families and the community, will empower students to reach their full potential by providing exceptional learning opportunities promoting academic excellence, social responsibility, and emotional growth. We are committed to creating a community of lifelong, successful learners.

Vision

Keller ISD - An exceptional place in which to learn, work, and live.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	11
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1 : Increase Student Achievement	20
Campus Funding Summary	28
Addendums	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

*updated 8/11/20

Caprock Elementary School is a PreK – 4 elementary campus in Keller ISD in Fort Worth, Texas, with a population of 631 students (45% white, 38% Hispanic, 9% African American, 5% two or more races, 4% Asian, 1% Native American/Alaskan). Caprock is one of seven elementary Title I campuses in the district, and the only Title I campus in the Falcon Feeder Pattern. Approximately 48% of Caprock students are identified as economically disadvantaged, 23% are identified as Limited English Proficient, 40% are identified as At-Risk and 15% are receiving Special Education services. Caprock Elementary is one of five Keller ISD elementary campuses to serve students in a Dual-Language Spanish bilingual program. The Caprock program serves 104 bilingual students.

Average daily attendance at Caprock Elementary School is 96%. Targeted activities and interventions are needed to improve attendance and increase parent awareness of the importance of attending school. The Texas Education Agency reports a 16% mobility rate for the 2017 - 2018 school year.

Caprock Elementary staff consists of 61 professional staff members, of which 50 are classroom teachers, 4 elective teachers (Art, Music, PE, Theatre Arts), 1 Library/Media Specialist, 1 Diagnostician, 1 Speech Therapist and 4 Intervention Support Teachers (1 serving bilingual and 3 serving monolingual). We also have 13 total educational aides, 2 of which service PreK students, 5 of which service students in grades Kindergarten-Fourth, 1 aide serves elective students, 1 aide serves resource students, 2 aides serve STACC students and 2 aides serve bilingual students specifically. Caprock Elementary has 1 Principal, 2 Assistant Principals, 1 Secretary, 1.5 Counselors, 1 Nurse, 2 Office Aide I position and 1 Office Aide II position. Additionally, we have support staff shared with other campuses to serve our students including a behavior interventionist, a SLP assistant, OT, PT, APE and an LSSP.

We have one self-contained special education units, STACC, in addition to 2 teachers providing Resource and Inclusion services.

SIT, 504, and ARD committees meet to discuss the needs and progress of students. A regular schedule for SIT meetings takes place to provide a consistent and meaningful opportunity to engage in collaborative problem solving for students receiving both academic and social-emotional tiered interventions (RtI/MTSS). 504 and ARD committees meet annually, or more often as needed to best support the student in his/her academic and social-emotional growth.

Demographics Strengths

- Increased teacher ratio for students receiving special education services (2 Resource + 2 para-professionals)

- The number of students receiving appropriate services increased due to early identification and intervention by faculty and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low attendance rate (96%) adversely affect a student's academic and social-emotional growth. **Root Cause:** Research indicates that chronic absenteeism and tardiness is significantly more common among economically disadvantaged.

Problem Statement 2: High mobility rate (16%) as compared to Keller ISD (10%) and State of Texas (15%), adversely affect a student's academic and social-emotional growth. **Root Cause:** Increased property values and economic instability have made it difficult for families to maintain residence in this area.

Student Learning

Student Learning Summary

*updated 8/11/20

Caprock Elementary School follows the district scope and sequence and instructional frameworks and timelines. Within the learning environment, teachers and staff utilize a instructional materials embedded within the curriculum documents. Lucy Calkin's Units of Study and Pearson's Investigations are being used as the districts primary instructional resources for Reading, Writing and Math Workshop Models. The workshop model maximizes students' ability to practice or apply a skill while the teacher confers with classmates to determine individual needs in a small group setting, as well as provides the teacher with a systematic way to address the diverse learners within the classroom. In 2019 - 2020, Caprock Elementary School partned with the Teachers College Reading and Writing Project to provide professional develioment opportunities to administrators and staff throughout the school year. Caprock Elementary was accepted as a project school for the 2020 - 2021 school year.

In 2019-2020, 50% of Caprock students were receiving Tier 2 and/or 3 intervention support for Academics and/or Social Emotional Learning. Through the use of NWEA MAP Assessments (MAP Growth Reading and Math, MAP Reading Fluency, and MAP Skills), monolingual and bilingual teachers will be able to more effectively progress monitor student growth and support students in setting goals to close gaps and show academic growth over time.

We also believe that students must also be healthy, engaged, responsible, and caring people. Caprock Elementary utilizes *The Leader in Me*, which provides our school with the vision and language to lead the school in a way that addresses all areas of development. As each child discovers and develops his/her unique gifts and talents, they are given opportunities to lead. As leaders, they become active, engaged partners in their own education and their self-confidence, responsibility, and initiative grows. The children quickly understand the benefits of different gifts and talents; they learn to listen to new ideas, work together to achieve results, and motivate one another to be the best.

Student Learning Strengths

- Students receive a well-rounded education at Caprock, including both academic programs and social-emotional components such as Franklin Covey's 7 Habits of Happy Kids
- Parents understand that their childresn can identify their own learning needs, can develop an action plan with goals, and can independentyly work on their school tasks to meet those goals.
- Students' beliefs about their ability to grow and improve is through hard work.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In the 2019-2020 school year, 50% of students were receiving intervention for Tier 2 and/or Tier 3 for math, reading and/or Social Emotional Learning. **Root Cause:** Students are pulled from Tier 1 instruction to close gaps for a variety of support (intervention, special education, dyslexia)

etc.) and therefore fall farther behind academically.

Problem Statement 2: According to our 2019-2020 Measurable Results Assessment 56% of students reported to feel excited to learn as much as they can in class and actively work toward their goals, compared to the 2018-2019 assessment in which 73% of students shared they felt learning engagement. **Root Cause:** Students engagement in learning opportunities lacks voice and choice.

Problem Statement 3: According to our 2019-2020 Measurable Results Assessment, 56% of teachers, students and parents reported that teachers empower student learning through high academic expectations for all students as compared to 82% in the 2018-2019 assessment. **Root Cause:** Teachers need support in cultivating an attitude of perseverance for all students.

School Processes & Programs

School Processes & Programs Summary

*updated 8/11/20

Caprock utilizes the district curriculum in all classrooms. Lucy Calkins is used as an instructional resource to implement the Reading and Writing Workshop Models. This form of learning maximizes student time to work, practice or apply a skill while the teacher confers with other students to determine and address individual needs. The Caprock teachers worked during the 19 - 20 school year to implement the Workshop Model into their Writing lessons and are implementing Reading this school year, while partnering with Teachers College Reading Writing Project. This student driven, teacher facilitated framework will provide opportunities for vertical and horizontal alignment, while also improving student achievement results. Investigations, STEM-Scopes and Letterland are other components of the curriculum at Caprock.

In order to maximize instructional time, Caprock has adjusted the master schedule and teacher duties to provide students morning choice time. From 7:25 to 7:55 a.m. students participate in Morning Choice, where they are able to engage in activities that promote 21st century skills such as teamwork, collaboration, leadership, and critical thinking. CES students pick from different activities they want to do each morning such as artistic expression, gaming, collaboration projects, computer time, and leadership activities.

Caprock also hosts weekly after school tutoring to support students in mastery of readiness and supporting TEKS. In 4th grade, data from TEKS based assessments given every two weeks will be used to track student progress and mastery of skills. This data will be the driving force for student goal setting and creating groups for intervention and tutoring. Pull out programs appear to have a negative impact on the overall performance compared to peers. Due to scheduling conflicts and limited resources, some students are pulled from their core instruction to receive their intervention services. Caprock will work to have Interventionists push into class as often as possible in order to maximize student time spent in Tier 1 instruction.

The 20 - 21 school year will mark year three implementation of The Leader in Me framework through Franklin Covey. Each classroom uses the Leader in Me the First 8 Days curriculum, with lessons continuing throughout the course of the school year. By spending the first 8 days of school focused on positive relationships, setting goals, and team building, both the students and teachers took part in creating a positive classroom community that extends throughout the school year. Students will use both the Leader in Me Instructional Guide and The 7 Habits of Happy Kids as the foundation for our Social and Emotional Curriculum.

Caprock participates in ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities. New staff members receive the equivalent of one day of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors are identified for each new staff member. The principal and school administration are involved in the school's leadership model. They develop as leaders by modeling personal growth in the 7 Habits and leadership, and through setting specific goals and sharing with the staff.

Teachers follow a grade-level or team yearlong plan that specifically outlines when all students will be directly taught the 7 Habits and leadership principles through Leader in Me curriculum or teacher-developed equivalent lessons. Lessons result in higher-order thinking, encourage internalization, and foster a desire for real-world application. All or almost all teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/ or roles. Student learning reflects higher-order thinking and internalization, with a focus on transfer to realworld application. All or almost all teachers consistently model the 7 Habits and leadership principles for students, staff, and community by using the common language, living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through interactions with students, staff, and families.

Print, electronic, and/or verbal communication occurs irregularly, focused on the the impact of leadership, culture, and academics on the growth of

students and the school. The 7 Habits and leadership principles are taught to families through a specific school event such as training based on The 7 Habits of Successful Families®. Students are given occasional opportunities to utilize Teach to Learn ideas around the 7 Habits and leadership principles lessons with families, but these are not formalized or systemic.

Staff and students collaborate to design and create an intentional physical environment that reflects the 7 Habits and leadership in many classrooms. Students and staff regularly and naturally use the language of the 7 Habits and leadership principles positively in interactions, classroom discussions, and family communication. Staff, student, and family relationships are occasionally reinforced through individualized Emotional Bank Account deposits. Many students and staff feel welcome, valued, loved, and trusted at school. Students apply for classroom leadership roles and interview for publicly displayed, schoolwide leadership roles based on school needs and student ideas. Students overcome challenges, evaluate skills, mentor others, and transfer skills learned in leadership roles to areas inside and outside school.

The school routinely seeks out and utilizes student voice, leading to many innovations or changes in the continuous improvement of the school. Staff and Student Lighthouse Teams exist and meet regularly to facilitate leadership, culture, and academic goals. Schoolwide events are planned by staff involving student voice in implementation, providing opportunities for students to develop, practice, and demonstrate leadership skills. Most teachers facilitate the transformation of traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement. Family & Community Leadership Events are a result of staff and student collaboration, and provide opportunities for students to practice and share leadership skills with authentic audiences.

Schoolwide WIGs are identified and written in a "From X to Y by When" format. Schoolwide WIGs are tracked on compelling public scoreboards, and progress toward their attainment is celebrated. Team or class WIGs are identified and written in a "From X to Y by When" format. Team or class WIGs are routinely tracked on classroom scoreboards, and progress toward their attainment is celebrated. All or almost all staff have developed a Personal Mission Statement and identify personal and professional WIGs written in a "From X to Y by When" format. Staff have identified lead measures for WIGs, which are tracked on scoreboards. Staff have Accountability Partners and have established a cadence of accountability. Students develop academic and personal WIGs written in a "From X to Y by When" format. At least one academic WIG is aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data are built into the weekly schedule. Students have peer-to-peer Accountability Partners. All or almost all students have Leadership Notebooks including, but not limited to, sections about themselves, WIGs, learning, leadership, and celebrations. Students take primary ownership of updating, assessing, and reflecting on progress. Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom routines. Student-Led Conferences are held where teachers guide students through a conversation about their learning with their families or adult mentors.

School Processes & Programs Strengths

- Morning choice allows students to pursue interests
- All Staff trained in Leader in Me and The 7 Habits of Happy Kids
- Weekly Professional Learning Communities with staff and Administration
- Students take ownership of Leadership notebooks

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to our 2019-2020 Measurable Results Assessment 56% of students reported to feel excited to learn as much as they can in class and actively work toward their goals, compared to the 2018-2019 assessment in which 73% of students shared they felt learning engagement. **Root Cause:** Students engagement in learning opportunities lacks voice and choice.

Problem Statement 2: According to our 2019-2020 Measurable Results Assessment, 56% of teachers, students and parents reported that teachers empower student learning through high academic expectations for all students as compared to 82% in the 2018-2019 assessment. **Root Cause:** Teachers need support in cultivating an attitude of perseverance for all students.

Perceptions

Perceptions Summary

*updated 8/12/20

The Measurable Results Assessment (MRA) is a survey and reporting system that provides schools uncommon insight o the attitudes and behaviors of staff and students. The data informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me. As a result of the alignment between the Framework and the MRA outcomes, the data informed insights link schools back to trainings and materials, allowing them to take action to improve areas of needed growth. In this way, it is very important that the scores in the MRA be used as a guide for continuous school improvement, not as an accountability measure.

Caprock uses the MRA, in conjunction with the Annual Title 1 Survey, to gather feedback from parents, staff and students to make continuous improvements to our leadership, academic and cultural environment. The following results represent a change from 2019 - 2020

Leadership

Student Leadership

Confidence

- Students like themselves and feel proud of who they are. - decrease of 22% points from a 78% to 56%

Group Leadership

- Students are able to achieve positive goals through organization, modeling, and encouraging others' strengths. - increase of 3% points from a 69% to 72%

Industry & Perseverance

- Students are committed to working hard to achieve their goals and persist even when things are difficult. - no change; 65% to 65%

Interpersonal Effectiveness

- Students work well with their peers, respectfully listen to others' opinions, and work to find solutions where everyone wins. - decrease of 3% points from a 70% to a 67%

Personal Effectiveness

- Students take responsibility for their actions, set goals, and persist even when things are difficult. - no change; 64% to 64%

Public Speaking

- Students have the skills needed to effectively prepare for, and speak in public. - decrease of 8% from a 62% to a 54%

Social Etiquette

- In social situations, students act within culturally respectful norms to show respect and consideration for others. - decrease of 17% from a 70% to a 53%

Whole Person Wellness

- Students are choosing healthy behaviors for their body and mind. - decrease of 11% from a 67% to a 56%

Staff Social-Emotional Teaching Readiness

Modeling Interpersonal Effectiveness

- Staff practice the habits of interpersonal effectiveness, allowing them to authentically teach students how to work well with their peers, respectfully listen to other's opinions, and work to find solutions where everyone wins. - no change; 83% to 83%

Modeling Personal Effectiveness

- Staff practice the habits of personal effectiveness, allowing them to authentically teach students personal responsibility, persistence and goal setting by example. - increase of 4% from 81% to 85%

Modeling Whole Person Wellness

- Staff choose healthy behaviors for their body and mind, allowing them to authentically teach students by example. - no change; 83% to 83%

Social & Emotional Learning Support

- Teachers feel they have the knowledge and consistent training they need to effectively teach and model social and emotional concepts to their students. - decrease of 3% from 82% to 79%

Family Involvement

Barriers to Engagement

- Families feel that the school environment is unwelcoming and believe that staff are too busy, resulting in poor communication and an overall insufficient sense of community. - no change; 91% to 91%

Family Efficacy

- Families have the skills to support and motivate their child's learning, and the ability to support their child's emotional and social development. - no change 81% to 81%

School-family Partnerships in Social-Emotional Learning

- Staff feel families are committed to the social and emotional development of their children. - decrease of 3% from 70% to 67%

CULTURE

Supportive Environment

School Climate

- The overall feeling or character of a school; it can refer to aspects such as whether a school feels welcoming and supportive or unsafe. - decrease of 5% from 86% to 81%

School Events

- Events at the school and in the classroom build a sense of community, establish culture, empower students' application of learning, and supports the school's mission. - decrease of 1% from 69% to 68%

Student Empowerment

- Students are active participants in the school community and are encouraged to make a difference, take on leadership roles, and contribute their voice to important decisions. - decrease of 9% from 75% to 66%

Teacher Expectations

- Teachers empower student learning through high academic expectations for all students, encouraging them to do their best work and teaching students to persevere. - decrease of 13% from 82% to 69%

Student Engagement

Learning Engagement

- Students feel excited to learn as much as they can in class and actively work toward their goals. - decrease of 17% from 73% to 56%

School Belonging

- Students feel happy to be an important part of the school community and feel that people at school care about and understand them. A strong sense of belonging has a positive influence on student engagement and performance. - increase of 5% from 68% to 73%

Staff Empowerment

- Staff members feel that their opinions are valued and respected and that they are encouraged to take the lead on school improvement efforts by taking risks and proposing new ideas. - decrease of 5% from 83% to 78%

Staff Fulfillment

- Staff members look forward to coming to work each day, and are satisfied with their decision to follow a career path that gives them the opportunity to be involved in important work for children. - decrease of 2% from 92% to 90%

Academics

Student-led Achievement

Academic Goal Achievement

- Students are able to set their own academic goals and deadlines, and are also capable of tracking their own progress and identifying steps they need to take to reach those goals. They regularly share their progress with an adult and reflect on their accomplishments. - decrease of 9% from 58% to 49%

Growth Mindset

- Students' beliefs about their ability to grow and improve through hard work. - increase of 1% from 57% to 58%

Parent Perception of Student-Led Achievement

- Parents understand that their children can identify their own learning needs, can develop an action plan with goals, and can independently work on their school tasks to meet those goals. - data not scored in 1st year, 19 - 20 score was 73%

Self-Efficacy in Enlisting Social Resources

Students are comfortable asking teachers, adults, friends, or classmates for help when they get stuck on schoolwork or are experiencing a problem. -

decrease of 7% from 72% to 75%

Self-Efficacy for Self-Regulated Learning

- Students can plan and organize themselves, they can stay focused to get their assignments done on time, and motivate themselves to get work done, even if there are distractions. - increase of 1% from 62% to 63%

Student Motivation

- Students are intrinsically motivated to learn and do well in school. - decrease of 3% from 68% to 65%

Teacher Efficacy

Goal Focus and Achievement

- Teachers are motivated through professional goals and are held accountable to meet those goals. In addition, the school sets academic goals and often achieves those annual improvement targets. - decrease of 5% from 79% to 74%

Instructional Efficacy

- Teachers work to improve their teaching methods through reflection on lesson effectiveness and collaboration in planning lessons. Teachers also encourage student creativity, foster critical thinking, and use student-led learning activities to improve their quality of classes. - decrease of 4% from 81% to 77%

Perceptions Strengths

- Parents understand that their children can identify their own learning needs, can develop an action plan with goals, and can independently work on their school tasks to meet those goals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to our 2019-2020 Measurable Results Assessment completed by Students, Staff and Parents, within the area of Student Leadership, confidence (-22), social etiquette (-17) and whole person wellness (-11) decreased significantly as compared to the 2018-2019 assessment. **Root Cause:** Students lack self-esteem, need opportunities for culturally respectful norms to be implemented and reinforced, and provided learning opportunities to choose healthy behaviors for bodies and minds.

Problem Statement 2: According to our 2019-2020 Measurable Results Assessment 56% of students reported to feel excited to learn as much as they can in class and actively work toward their goals, compared to the 2018-2019 assessment in which 73% of students shared they felt learning engagement. **Root Cause:** Students engagement in learning opportunities lacks voice and choice.

Problem Statement 3: According to our 2019-2020 Measurable Results Assessment, 56% of teachers, students and parents reported that teachers empower student learning through high academic expectations for all students as compared to 82% in the 2018-2019 assessment. **Root Cause:** Teachers need support in cultivating an attitude of perseverance for all students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By June 2021, a minimum of 50% of students will meet expected or exceed typical growth from fall to spring.

Targeted or ESF High Priority

Met/Did Not Meet Goals: None

Summative Evaluation: None

Action Step 1: Provide additional small group instruction to struggling students during the school day.

Measures: Schedules Minutes Staff Responsible for Monitoring: Administration Teacher ISTs Title I aides Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
Problem Statements: None Funding Sources: .5 IST - Base Salary 211 - Title I Pt A Impr BSC Prg 2110114612530945611900 \$28,935 .5 IST - FIMM/FICA 211 - Title I Pt A Impr BSC Prg 2110114612530945614100 \$420 .5 IST - Health Insurance 211 - Title I Pt A Impr BSC Prg 2110114612530945614200 \$120 .5 IST - Worker's Compensation 211 - Title I Pt A Impr BSC Prg 2110114612530945614300 \$162 .5 IST - TRS 211 - Title I Pt A Impr BSC Prg 2110114612530945614600 \$2,604 .5 IST - TRS Support 211 - Title I Pt A Impr BSC Prg 2110114612530945614900 \$434	Aug

Action Step 2: Utilize additional certified teachers as tutors and substitutes to support small group interventions during the day.

Measures: common assessment data Staff Responsible for Monitoring: Administration Certified Subs Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
Problem Statements: None Funding Sources: None	Aug

Action Step 3: By May 2020, teachers will attend high quality and on-going professional development to address areas of need.

<p>Measures: Walk Through data sign in sheets common assessment data</p> <hr/> <p>Staff Responsible for Monitoring: Administration</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Progress
	Dec
	Apr
	July
	Summative
	Aug
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Professional Development for Teachers 211 - Title I Pt A Impr BSC Prg 2110130012530945629900 \$5,750 Professional Development for Counselor 211 - Title I Pt A Impr BSC Prg 2110310012530945629900 \$350 Professional Development for Administrators 211 - Title I Pt A Impr BSC Prg 2110230012530945629900 \$1,000</p>	

Action Step 4: Utilize educational aides to support additional intervention and enrichment opportunities for students.

<p>Measures: schedules common assessment data</p> <hr/> <p>Staff Responsible for Monitoring: Administration</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Progress
	Dec
	Apr
	July
	Summative
	Aug
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 4 Para Specialist - Title 1 Educational Aide 211 - Title I Pt A Impr BSC Prg 2110114612530945612900 \$76,996 4 Para Specialist - Title 1 Educational Aide - FIMM/FICA 211 - Title I Pt A Impr BSC Prg 2110114612530945614100 \$1,117 4 Para Specialist - Title 1 Educational Aide - Worker's Comp 211 - Title I Pt A Impr BSC Prg 2110114612530945614300 \$430 4 Para Specialist - Title 1 Educational Aide - TRS 211 - Title I Pt A Impr BSC Prg 2110114612530945614900 \$1,589 4 Para Specialist - Title 1 Educational Aide - TRS Support 211 - Title I Pt A Impr BSC Prg 2110114612530945614600 \$6,930 4 Para Specialist - Title 1 Educational Aide - Insurance 211 - Title I Pt A Impr BSC Prg 2110114612530945614200 \$1,156</p>	

Action Step 5: Provide opportunities for teachers to intervene in small group tutoring before and/or after school.		Progress
Measures: None		Dec
Staff Responsible for Monitoring: None		Apr
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	July
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: Extra Duty Pay 211 - Title I Pt A Impr BSC Prg 2110110212530945611800 \$5,300 Extra Duty Pay - FIMM/FICA 211 - Title I Pt A Impr BSC Prg 2110110212530945614100 \$76.85 Extra Duty Pay - Worker's Comp 211 - Title I Pt A Impr BSC Prg 2110110212530945614300 \$29.68 Extra Duty Pay - TRS 211 - Title I Pt A Impr BSC Prg 2110110212530945614600 \$389.55 Extra Duty Pay - TRS 211 - Title I Pt A Impr BSC Prg 2110114612530945614900 \$79.50	Summative
ESF Levers: None		Aug
Action Step 6: Supplemental Materials for students - Reading		Progress
Measures: None		Dec
Staff Responsible for Monitoring: None		Apr
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	July
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: Mentoring Minds 211 - Title I Pt A Impr BSC Prg 2110110012530945632900 \$10,700	Summative
ESF Levers: None		Aug

Action Step 7: Professional Learning books (ex: ASCD, Lucy Calkins, etc)

Measures: None	Progress	
Staff Responsible for Monitoring: None		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Apr
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		July
ESF Levers: None		Summative
Additional Targeted Support Action Step		Aug
Problem Statements: None		
Funding Sources:		
Books for Teachers 211 - Title I Pt A Impr BSC Prg 2110130012530945632900 \$500		
Books for Counselor 211 - Title I Pt A Impr BSC Prg 2110310012530945632900 \$50		
Books for Principal 211 - Title I Pt A Impr BSC Prg 2110230012530945632900 \$150		

Action Step 8: Work with Teacher's College to improve overall reading instruction K - 4

Measures: None	Progress	
Staff Responsible for Monitoring: admin, TC site facilitators		Dec
Title I Schoolwide Elements: 2.4, 2.5		Apr
TEA Priorities: Build a foundation of reading and math		July
ESF Levers: None		Summative
		Aug
Problem Statements: None		
Funding Sources:		
None		

Action Step 9: Attend the Leader in Me symposium in Dallas.

Measures: implementation schoolwide	Progress	
Staff Responsible for Monitoring: None		Dec
Title I Schoolwide Elements: None		Apr
TEA Priorities: None		July
ESF Levers: None		Summative
		Aug
Problem Statements: None		
Funding Sources:		
None		

Action Step 10: Purchase IXL software for students to access at home/remote learning during COVID-19.

Measures: None	Progress
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Apr
	July
	Summative
	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: By June 2021, a minimum of 80% of students will make one years growth in their independent reading level, as measured by the TCRWP Running Records.

Targeted or ESF High Priority

Met/Did Not Meet Goals: None

Summative Evaluation: None

Performance Objective 3: By May 2021, increase opportunities for parents and the community to be involved in the educational process.

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1	.5 IST - Base Salary	2110114612530945611900	\$28,935.00
1	1	1	.5 IST - FIMM/FICA	2110114612530945614100	\$420.00
1	1	1	.5 IST - Health Insurance	2110114612530945614200	\$120.00
1	1	1	.5 IST - Worker's Compensation	2110114612530945614300	\$162.00
1	1	1	.5 IST - TRS	2110114612530945614600	\$2,604.00
1	1	1	.5 IST - TRS Support	2110114612530945614900	\$434.00
1	1	3	Professional Development for Teachers	2110130012530945629900	\$5,750.00
1	1	3	Professional Development for Counselor	2110310012530945629900	\$350.00
1	1	3	Professional Development for Administrators	2110230012530945629900	\$1,000.00
1	1	4	4 Para Specialist - Title 1 Educational Aide	2110114612530945612900	\$76,996.00
1	1	4	4 Para Specialist - Title 1 Educational Aide - FIMM/FICA	2110114612530945614100	\$1,117.00
1	1	4	4 Para Specialist - Title 1 Educational Aide - Worker's Comp	2110114612530945614300	\$430.00
1	1	4	4 Para Specialist - Title 1 Educational Aide - TRS	2110114612530945614900	\$1,589.00
1	1	4	4 Para Specialist - Title 1 Educational Aide - TRS Support	2110114612530945614600	\$6,930.00
1	1	4	4 Para Specialist - Title 1 Educational Aide - Insurance	2110114612530945614200	\$1,156.00
1	1	5	Extra Duty Pay	2110110212530945611800	\$5,300.00
1	1	5	Extra Duty Pay - FIMM/FICA	2110110212530945614100	\$76.85
1	1	5	Extra Duty Pay - Worker's Comp	2110110212530945614300	\$29.68
1	1	5	Extra Duty Pay - TRS	2110110212530945614600	\$389.55
1	1	5	Extra Duty Pay - TRS	2110114612530945614900	\$79.50
1	1	6	Mentoring Minds	2110110012530945632900	\$10,700.00
1	1	7	Books for Teachers	2110130012530945632900	\$500.00
1	1	7	Books for Counselor	2110310012530945632900	\$50.00

211 - Title I Pt A Impr BSC Prg

Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	7	Books for Principal	2110230012530945632900	\$150.00
Sub-Total					\$145,268.58
Grand Total					\$145,268.58

Addendums