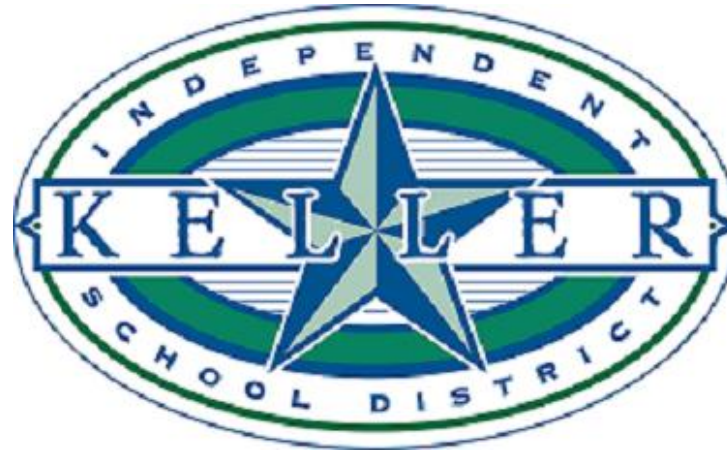


**Keller Independent School District  
Whitley Road Elementary School  
2022-2023 Campus Improvement Plan**



# Mission Statement

***Our mission is to give every learner opportunities to reach their highest potential in a safe and supportive environment which embraces diversity and individual worth. Our goal is that our students become a light to others and shine like the stars we know they are.***

## Vision

***Keller ISD – An exceptional district in which to learn, work, and live.***

### School Motto

**"Whitley Road where every STAR gets a chance to shine"**

## Value Statement

### We Value:

**Care for our teachers because the impact of their work prepares students for their future.**

**Passionate teaching dedicated to content and craft that inspires others.**

**Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.**

**Exploration and the pursuit of one's passion that leads to personal growth.**

**Communication and collaboration that strengthens our unity.**

**Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our campus is comprised of approximately 389 K-4th grade students.

The enrollment for Whitley Road Elementary, as indicated on the 2021-2022 May PEIMS snapshot report, was 389 students.

Student Ethnic Distribution is as follows:

<b>African American</b>	<b>5.4%</b>
Hispanic	38%
White	46%
American Indian	0%
Asian	1.8%
Pacific Islander	1.5%
2 or More Races	6.9%

Student distribution by program:

(2021-2022)

<b>Economically Disadvantaged</b>	<b>47.5%</b>
AT-Risk	36.7%
Section 504	6.9%
Limited English Proficiency	19%
Special Education	19.5%
Gifted & Talented	5.9%

At-risk, section 504, LEP, special education, and GT populations have increased since the previous year.

2020-2021 (For Comparison Purposes)

**Economically Disadvantaged 57.4%**

AT-Risk	35.5%
Section 504	5.2%

**Economically Disadvantaged 57.4%**

Limited English Proficiency	26.7%
Special Education	14.7%
Gifted & Talented	2.0%

Whitley Road Elementary is a Title 1 campus with 47.5% of our students classified as Economically Disadvantaged. The percentage of at-risk students is 36.7%.

Student mobility is defined as a student who has been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks at a particular school). The student mobility rate for Whitley Road Elementary is 9.9% (2021 TAPR). Students come from the community of Watauga and across the district for services such as Bilingual or Special Education.

Teacher Ethnic Distribution is as follows (2020 TAPR):

<b>African American</b>	<b>0%</b>
Hispanic	35.9%
White	64.1%
American Indian	0%
Asian	0%
Pacific Islander	0%
2 or More Races	0%

Student to Teacher ratio is 10.4 to 1. This ratio shows we meet the standard for performance.

Whitley Road Elementary Staff Demographics (2020-2021 TAPR) - Teachers by Years of Experience:

<b>Beginning Teachers</b>	<b>3 or 7.9%</b>
1-5 Years	15.3 or 40.2%
6-10 Years	12.1 or 31.7%
11-20 Years	5.4 or 14.1%
Over 20 years	12.4 or 6.2%

Campus programs include; Life skills (2 levels), ESL, Gifted and Talented, Bilingual, Dyslexia, and Resource, co-teach, and STARS.

**Demographics Strengths**

Our student population is diverse.

We provide on-site programs with specially certified teachers to meet the needs of our students.

Our teachers have a wide range of experience.

Our student to teacher ratio is lower than the district and state.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs **Root Cause:** Students were under-identified and have greater needs than in years past.

# Student Learning

## Student Learning Summary

### Fall 2021-Spring 2022 MAP Growth

Percentage of Student who met or exceeded their end of year MAP growth projections:

<b>Grade Level</b>	<b>Reading</b>	<b>Math</b>
Kindergarten	54%	73%
First Grade	43%	53%
Second Grade	55%	77%
Third Grade	57%	58%
Fourth Grade	52%	70%

Campus-wide, 67.3% of student met or exceeded their end of year MAP growth Projections in math and 53% in reading (Bilingual students may have made growth in only one language).

## 2022 Spring STAAR Results

Percentage of students who Approached, Met, or Mastered grade level:

<b>Grade Level</b>	<b>English Reading</b>	<b>Spanish Reading</b>	<b>Math</b>
Third Grade	73%	42%	71%
Fourth Grade	81%	37%	82%

## Student Learning Strengths

We met our CIP goals for 2021-2022 of 60% of students will met or exceed their EOY growth projections for math and 50% for reading campus-wide.

Kinder, 2nd, 3rd, 4th grade exceeded campus growth projection goals in reading.

Kinder, 2nd, and 4th grades exceeded campus growth projection goals in math.

On the 4th grade reading STAAR, 81% of students approached, met, or mastered the English reading compared to 63% from the previous year.

On the 4th grade math STAAR, 82% of students approached, met, or exceeded compared to 75% from the previous year.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students are not making expected growth in reading when compared to math. **Root Cause:** Students have learning gaps due to the COVID pandemic. The current curriculum does not meet the needs of our learners. Students struggle to transfer and apply skills.

**Problem Statement 2 (Prioritized):** Students in the bilingual program are not meeting growth targets in reading at the same level as their monolingual peers. **Root Cause:** The current reading curriculum does not meet the needs of our students in the bilingual program. Students in the bilingual program do not demonstrate dominance in either Spanish or English.



# School Processes & Programs

## School Processes & Programs Summary

Teachers plan weekly during PLC's, Shine Time, and Nine-Week planning days

PLCs are used for data analysis and professional development.

Shine Time planning is used for weekly team planning with the instructional coach.

Nine-Week planning days are days set aside each 9 week grading period for teachers to prioritize high-leverage standards and align assessments for math and reading.

MTSS: MAP data are used in the beginning, middle, and end of year to track students' growth in the areas of reading and math. Students who demonstrate low growth and/or achievement scores may be referred to our student intervention team and identified as needing additional intervention. Intervention may be provided by a classroom teacher or a specialist based on student needs. However, ISTs were often pulled to cover classes due to district sub shortages and the rise in COVID cases.

PBIS: Campus uses a behavior matrix to determine teacher or office management of behavior. Each teachers creates a STAR matrix with their students to address classroom specific expectations and uses Starbucks and Golden Starbucks for positive reinforcement.

Counseling: The counselor meets with classes for guidance lessons, small groups for focused intervention, and individual students when needed. We established a school-wide "reset" process for students to use when they are feeling overwhelmed or upset.

## School Processes & Programs Strengths

Teacher planning times allow for collaboration and grade-level alignment. Teachers were able to use to aligned assessments that provided consistent data across grade levels to guide instruction.

Campus began using LLI kits for reading intervention in all grade levels.

Because teachers consistently used the matrices and campus reward system, there was a decrease in undesirable behaviors.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students did not receive consistent, documented intervention(s) throughout the year. **Root Cause:** ISTs were frequently pulled as substitutes and lack of teacher training for Tier 2 intervention.

# Perceptions

## Perceptions Summary

136 Students in 2nd-4th grades completed an anonymous survey on campus climate.

33 Families completed the district Title I survey.

44 staff members completed an anonymous survey on campus climate, processes and procedures.

91% of parents, 87% of students, and 100% of teachers feel that the school is a safe place.

94% of students believe the school has clear rules for behavior, 66% of students believe that good behavior is noticed compared to 88% of teachers who feel like they recognize good behavior; and 95% of teachers believe the campus sets high expectations for students.

50% of students believe that other students behave so teachers can teach, and 55 % of teachers believe the same.

96% of students believe that the school wants them to do well; 98% of teachers believe that they promote academic success for all students and 98% believe that they work hard to make sure students do well.

25% of teachers agree that parents attend PTA meetings or parent/teacher conferences, 27% of teachers agree that parents volunteer, and 71% agree that parents attend school activities.

85% of parents believe they are encouraged to be involved in activities at the school. 82% of parents believed the campus offered a variety of parent engagement activities. 78% of parents believe the school supports and appreciates sharing of new ideas by parents.

## Perceptions Strengths

91% of parents, 87% of students, and 100% of teachers feel that the school is a safe place.

96% of students believe that the school wants them to do well; 98% of teachers believe that they promote academic success for all students and 98% believe that they work hard to make sure students do well.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our End-of-Year climate survey determined only 50% of students believe that other students behave so teachers can teach, and 55 % of teachers believe the same. **Root Cause:** Students lack self regulation and social skills.

**Problem Statement 2 (Prioritized):** According to End-of-Year survey data, 25% of teachers agree that parents attend PTA meetings or parent/teacher conferences, 27% of teachers agree that parents volunteer, and 71% agree that parents attend school activities. **Root Cause:** We have an inactive PTA and there may be a misconception/lack of communication

surrounding parent engagement opportunities.

# Priority Problem Statements

**Problem Statement 1:** There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs

**Root Cause 1:** Students were under-identified and have greater needs than in years past.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students are not making expected growth in reading when compared to math.

**Root Cause 2:** Students have learning gaps due to the COVID pandemic. The current curriculum does not meet the needs of our learners. Students struggle to transfer and apply skills.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** Students did not receive consistent, documented intervention(s) throughout the year.

**Root Cause 4:** ISTs were frequently pulled as substitutes and lack of teacher training for Tier 2 intervention.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 6:** Our End-of-Year climate survey determined only 50% of students believe that other students behave so teachers can teach, and 55 % of teachers believe the same.

**Root Cause 6:** Students lack self regulation and social skills.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 3:** Students in the bilingual program are not meeting growth targets in reading at the same level as their monolingual peers.

**Root Cause 3:** The current reading curriculum does not meet the needs of our students in the bilingual program. Students in the bilingual program do not demonstrate dominance in either Spanish or English.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 5:** According to End-of-Year survey data, 25% of teachers agree that parents attend PTA meetings or parent/teacher conferences, 27% of teachers agree that parents volunteer, and 71% agree that parents attend school activities.

**Root Cause 5:** We have an inactive PTA and there may be a misconception/lack of communication surrounding parent engagement opportunities.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- 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
- 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 (Rtl) student achievement data

## **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1:** Increase student achievement.

**Performance Objective 1:** By June of 2023, 70% of students will meet or exceed their end-of-year growth projections in math using MAP Growth data.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Teachers will meet with instructional coach quarterly to develop a math instructional plan for the grade level and present priority TEKS, common assessment dates, and artifacts that will demonstrate student growth and proficiency to campus administration.</p> <p><b>Measures:</b> Grade level math instructional plans, student growth and achievement data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, campus administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach - 211 - Title I Pt A Impr BSC Prg - \$81,175, Substitutes for Teacher Planning Days - 211 - Title I Pt A Impr BSC Prg - \$3,431</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Teachers will collect and analyze student data quarterly to monitor student growth and achievement in math.</p> <p><b>Measures:</b> Classroom data tracking tool, unit planning, MTSS data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Istation Math Program and PD - 211 - Title I Pt A Impr BSC Prg - \$6,355</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Provide targeted intervention support for students performing below level in math using small group instruction, Intervention Support Teachers (IST), and campus instructional staff.</p> <p><b>Measures:</b> MTSS data, MAP Growth Data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, IST</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs  <b>Root Cause:</b> Students were under-identified and have greater needs than in years past.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students did not receive consistent, documented intervention(s) throughout the year. <b>Root Cause:</b> ISTs were frequently pulled as substitutes and lack of teacher training for Tier 2 intervention.</p>



**Goal 1:** Increase student achievement.

**Performance Objective 2:** By June of 2023, 55% of students will meet or exceed their end-of-year growth projections in the subject of reading using MAP Growth data.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Teachers will meet with instructional coach quarterly to develop a reading instructional plan for the grade level and present priority TEKS, common assessment dates, and artifacts that will demonstrate student growth and proficiency to campus administration.</p> <p><b>Measures:</b> Grade level reading instructional plans, student growth and achievement data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach, campus administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Substitutes for Teacher Planning Days - 211 - Title I Pt A Impr BSC Prg - \$5,250</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Teachers will collect and analyze student data quarterly to monitor student growth and achievement in reading.</p> <p><b>Measures:</b> Classroom data tracking tool, unit planning, MTSS data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Forde-Ferrier Texts for Common Assessments - 211 - Title I Pt A Impr BSC Prg - \$7,428</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Provide targeted intervention support for students performing below level in reading using small group instruction, Intervention Support Teachers (IST), and campus instructional staff.</p> <p><b>Measures:</b> MTSS Data, MAP Growth data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, IST</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs  <b>Root Cause:</b> Students were under-identified and have greater needs than in years past.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not making expected growth in reading when compared to math. <b>Root Cause:</b> Students have learning gaps due to the COVID pandemic. The current curriculum does not meet the needs of our learners. Students struggle to transfer and apply skills.</p> <p><b>Problem Statement 2:</b> Students in the bilingual program are not meeting growth targets in reading at the same level as their monolingual peers. <b>Root Cause:</b> The current reading curriculum does not meet the needs of our students in the bilingual program. Students in the bilingual program do not demonstrate dominance in either Spanish or English.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students did not receive consistent, documented intervention(s) throughout the year. <b>Root Cause:</b> ISTs were frequently pulled as substitutes and lack of teacher training for Tier 2 intervention.</p>

**Goal 1:** Increase student achievement.

**Performance Objective 3:** By June 2023, 15% of students campus-wide will have received documented, evidence-based intervention support through MTSS.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Create a campus MTSS committee to establish guidelines in addition to overseeing, evaluating, and making adjustments to the campus MTSS plan.</p> <p><b>Measures:</b> Keller ISD MTSS guidelines</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, ISTs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Create a campus MTSS plan to identify students who require intervention for academic and/or behavior and how to best serve them.</p> <p><b>Measures:</b> Keller ISD MTSS Guidelines</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, ISTs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>

Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Train classroom teachers and staff on the campus MTSS plan and the tools needed to support students during intervention in the classroom.</p> <p><b>Measures:</b> PLC &amp; PD sign-in sheets, walkthrough evidence.  <b>Staff Responsible for Monitoring:</b> Assistant principal, ISTs</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> Provide support to students who demonstrate behaviors that impede the learning of themselves and others using Title I paraprofessional support.</p> <p><b>Measures:</b> FBA data, behavior documentation through MTSS.  <b>Staff Responsible for Monitoring:</b> Counselor and campus administration</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1 - Perceptions 1  <b>Funding Sources:</b> Title I Paraprofessionals - 211 - Title I Pt A Impr BSC Prg - \$55,544</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs  <b>Root Cause:</b> Students were under-identified and have greater needs than in years past.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not making expected growth in reading when compared to math. <b>Root Cause:</b> Students have learning gaps due to the COVID pandemic. The current curriculum does not meet the needs of our learners. Students struggle to transfer and apply skills.</p> <p><b>Problem Statement 2:</b> Students in the bilingual program are not meeting growth targets in reading at the same level as their monolingual peers. <b>Root Cause:</b> The current reading curriculum does not meet the needs of our students in the bilingual program. Students in the bilingual program do not demonstrate dominance in either Spanish or English.</p>

**School Processes & Programs**





**Problem Statement 1:** Students did not receive consistent, documented intervention(s) throughout the year. **Root Cause:** ISTs were frequently pulled as substitutes and lack of teacher training for Tier 2 intervention.

**Perceptions**

**Problem Statement 1:** Our End-of-Year climate survey determined only 50% of students believe that other students behave so teachers can teach, and 55 % of teachers believe the same. **Root Cause:** Students lack self regulation and social skills.

**Goal 2:** Increase student, parent, and community engagement.

**Performance Objective 1:** Establish and maintain systematic communication between students, families, and the school.





Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> By the end of the first 9 weeks and every 3 weeks thereafter, teachers and students will create, update, and analyze student data in data binders to communicate academic progress and performance through student-led conferences with teachers and parents.</p> <p><b>Measures:</b> Communication Logs in AWARE, Parent-teacher conferences, newsletters</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Provide opportunities for feedback from students, parents, and teachers on school operations.</p> <p><b>Measures:</b> Parent, Student, and Teacher surveys, focus groups and collaborative committees</p> <p><b>Staff Responsible for Monitoring:</b> Team Leads, Campus administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not making expected growth in reading when compared to math. <b>Root Cause:</b> Students have learning gaps due to the COVID pandemic. The current curriculum does not meet the needs of our learners. Students struggle to transfer and apply skills.</p>

**Goal 2:** Increase student, parent, and community engagement.

**Performance Objective 2:** Establish and promote parental and community involvement in campus planning, events, and decision-making processes.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Increase PTA membership and participation by coordinating and aligning campus and PTA events.</p> <p><b>Measures:</b> PTA and Campus calendar of events, PTA membership  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Extra Duty Pay for Planning and Preparation for Parent Involvement - 211 - Title I Pt A Impr BSC Prg - \$5,827 , Extra Duty Pay for Summer Library Program - 211 - Title I Pt A Impr BSC Prg - \$1,000</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Increase parent knowledge of childhood development and school readiness by providing a space and time to engage in academic tasks with their current students and pre-school aged children.</p> <p><b>Measures:</b> Sign-in sheets, feedback surveys  <b>Staff Responsible for Monitoring:</b> Counselor and campus administrators</p> <p><b>Title I:</b>            4.2  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Instructional supplies for parent resource room - 211 - Title I Pt A Impr BSC Prg - \$500</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 2:** According to End-of-Year survey data, 25% of teachers agree that parents attend PTA meetings or parent/teacher conferences, 27% of teachers agree that parents volunteer, and 71% agree that parents attend school activities. **Root Cause:** We have an inactive PTA and there may be a misconception/lack of communication surrounding parent engagement opportunities.



# Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Teacher Planning Days		\$3,431.00
1	1	1	Instructional Coach		\$81,175.00
1	1	2	Istation Math Program and PD		\$6,355.00
1	2	1	Substitutes for Teacher Planning Days		\$5,250.00
1	2	2	Forde-Ferrier Texts for Common Assessments		\$7,428.00
1	3	4	Title I Paraprofessionals		\$55,544.00
2	2	1	Extra Duty Pay for Summer Library Program		\$1,000.00
2	2	1	Extra Duty Pay for Planning and Preparation for Parent Involvement		\$5,827.00
2	2	2	Instructional supplies for parent resource room		\$500.00
<b>Sub-Total</b>					<b>\$166,510.00</b>