

Campus Improvement Plan
Adolphus Elementary



Mission Statement: One Goal, One Team, Every Student
Submitted for Board Approval October 2020

Adolphus Elementary Campus Improvement Plan Summary Sheet

<p>Goal 1: Goal 1A: By June 2021, the percentage of 3rd - 5th grade students scoring Meets on Math STAAR will increase by 10%, as compared to the 2020 Math Benchmark (3rd 62% to 72%; 4th 54% to 64%; 5th 66% to 76%)</p> <p>Goal 1B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 72% to 85%. Goal 1B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 72% to 85%.</p>	<p>Strategy 1: Involve all campus stakeholders in tracking student growth.</p>
	<p>Strategy 2: Improve quality Tier I math instruction in every K-5th grade classroom.</p>
<p>Goal 2: By June of 2021, 90% or more of our K-2nd grade students will be at or above the district reading level expectation measured by the GRA Assessment.</p>	<p>Strategy 1: K-2nd grade teachers will implement Guided Reading daily.</p>
	<p>Strategy 2: Teachers will support the reading growth of ESL students by utilizing language objectives and EL strategies.</p>
<p>Goal 3: By June 2021, the percentage of 3rd - 5th grade students scoring Meets on Reading STAAR will increase by 10%, as compared to the 2020 Reading Benchmark (3rd 58% to 68%; 4th 67% to 77%; 5th 64% to 74%)</p> <p>Goal 3B: By June 2024, The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 67% to 80%.</p>	<p>Strategy 1: Involve all campus stakeholders in tracking student growth.</p>
	<p>Strategy 2: Improve quality Tier I Reading instruction.</p>

Goal 4: By May 2021, the number of 3rd – 5th grade students reporting being teased or made fun of on the beginning of the year Student Guidance Survey Report will reduce from 43.37% to below 20% on the end of year survey results.	Strategy 1: Students will receive Character Counts guidance lessons and activities on respect and acceptance of others at least one time a month with reinforcement on daily announcements.
	Strategy 2: Students will be taught and encouraged to express their feelings to others in an appropriate way by adding a component of acceptance and respect to all Character Counts lessons for each pillar.
Goal 5: By June of 2021, the percentage of Special Education students earning a failing report card grade will show a decrease by at least 1% on average for each grading period compared to 2019-20.	Strategy 1: Core Team will review the failure report at each progress and 9-week period to determine the failure rate of our students in special education.
	Strategy 2: The special education team will hold monthly meetings to discuss the failure reports and determine next steps to help the student(s) achieve success.

Comprehensive Needs Assessment

Data Sources Reviewed

Benchmark Results	Student Guidance Survey Report	TELPAS Data
DRA Data/ TPRI Data	Bulldog Watch Data (RTI)	PEIMS Staff and Student Data
School Quality Survey Data	Anecdotal Feedback from SBDMC, PTO, and Staff	Attendance Data
STAAR Data	Report Card Data	

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed Strategies sections below.

Math Benchmark Achievement:

Grade Level Math	Meets Grade Level 2019	Meets Grade Level 2020	Difference	Masters Grade Level 2019	Masters Grade Level 2020	Difference
3	62%	41%	-21%	35%	24%	-11%
4	54%	57%	3%	26%	45%	19%
5	68%	64%	-4%	38%	37%	-1%

Reading Benchmark Achievement:

Grade Level Reading	Meets Grade Level 2019	Meets Grade Level 2020	Difference	Masters Grade Level 2019	Masters Grade Level 2020	Difference
3	64%	58%	-6%	38%	36%	-2%
4	64%	67%	3%	36%	42%	6%
5	68%	64%	-4%	38%	37%	-1%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 72% to 85% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
72%	75%	79%	82%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	66%	67%	72%	**	99%	**	78%	43%	45%	**	89%	75%	63%
2021	69%	70%	75%	**	99%	**	81%	46%	48%	**	92%	78%	66%
2022	73%	74%	79%	**	99%	**	85%	50%	52%	**	96%	82%	70%
2023	76%	77%	82%	**	99%	**	88%	53%	55%	**	99%	85%	73%
2024	79%	80%	85%	**	99%	**	91%	56%	58%	**	99%	88%	76%

Early Childhood Literacy Campus Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 67% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	70%	74%	77%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	63%	59%	69%	**	99%	**	67%	43%	48%	**	89%	69%	60%
2021	66%	62%	72%	**	99%	**	70%	46%	51%	**	92%	72%	63%
2022	70%	66%	76%	**	99%	**	74%	50%	55%	**	96%	76%	67%
2023	73%	69%	79%	**	99%	**	77%	53%	58%	**	99%	79%	70%
2024	76%	72%	82%	**	99%	**	80%	56%	61%	**	99%	82%	73%

2019 TELPAS Kindergarten: 16 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	19%	38%	38%	6%
Speaking	25%	25%	45%	6%
Reading	31%	31%	25%	13%
Writing	44%	38%	13%	6%

2019 TELPAS First: 19 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	5%	11%	53%	32%
Speaking	0%	16%	63%	21%
Reading	5%	21%	42%	32%
Writing	5%	21%	53%	21%

2019 TELPAS Second: 10 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	10%	30%	60%
Speaking	10%	30%	40%	20%
Reading	0%	20%	60%	20%
Writing	0%	30%	40%	30%

2019 TELPAS Third: 9 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	0%	0%	100%
Speaking	0%	11%	22%	67%
Reading	0%	11%	0%	89%
Writing	0%	0%	11%	89%

2019 TELPAS Fourth: 16 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	19%	63%	19%
Speaking	0%	50%	25%	25%
Reading	6%	6%	38%	50%
Writing	0%	6%	50%	44%

2019 TELPAS Fifth: 1 student

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	100%	0%	0%
Speaking	0%	0%	100%	0%
Reading	0%	100%	0%	0%
Writing	0%	0%	100%	0%

Special Education Student Failure Report Data

	2018-19 1st NW	2019-20 1st NW	Year Difference 1st NW	2018-19 2nd NW	2019-20 2nd NW	Year Difference 2nd NW	2018-19 3rd NW	2019-20 3rd NW	Year Difference 3rd NW	2018-19 4th NW	2019-20 4th NW	Year Difference 4th NW
Adolphus	6.75%	3.60%	-3.15%	9.45%	1.61%	-7.84%	6.75%	4.60%	-2.15%	4.05%	N/A	N/A

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

<p>27% of our students in 4th and 5th grade did not make progress on STAAR 2019 accountability in ELA and Math combined.</p>	<p>Implement a 30-minute Bulldog Learning Time Tuesday-Friday for all students K-5 to work on differentiated skills according to their learning needs. Morning tutorials will also be provided Tuesday-Friday by our facilitators and special education team to help our 4th and 5th grade students with knowledge and skills.</p>
<p>24% of our students in 4th and 5th grade did not make progress on STAAR 2019 accountability in ELA.</p>	<p>Participate in Jen Burton cohort provided through the district Accelerated Language Program department to build selected teachers' knowledge of ELA instructional strategies. The teachers will share the learned information with their teams. Morning tutorials will also be provided Tuesday-Friday by our facilitators and special education team to help our 4th and 5th grade students with knowledge and skills.</p>
<p>30% of our students in 4th and 5th grade did not make progress on STAAR 2019 accountability in Math.</p>	<p>The campus math facilitator will work closely with the district Math coordinator to ensure best practices are being used in math lessons. Knowledge and skills learned in class should be directly aligned to STAAR. Create and implement grade level homework plans to provide student practice on previously taught math TEKS. Morning tutorials will be provided Tuesday-Friday by our facilitators and special education team to help our 4th and 5th grade students with knowledge and skills.</p>
<p>The failure rates on 9-week report cards for our Special Education students ranged from 1.61%-4.60% during the first semester of the 2019-2020 school year.</p>	<p>The special education resource team will offer morning tutorials from 7:10-7:40 AM 4 mornings per week.</p>

At-Risk Student Services / Drop-Out Prevention

23% of our Kinder students did not make expected progress on the DRA from the beginning of year to the end of year	Provide in school tutorial services from an interventionist utilizing best practices in guided reading and phonics.
21% of our 1 st grade students did not make expected progress on the DRA from the beginning of year to the end of year	Provide in school tutorial services from an interventionist utilizing best practices in guided reading and phonics.
7% of our 2 nd grade students did not make expected progress on the DRA from the beginning of year to the end of year	Provide in school tutorial services from an interventionist utilizing best practices in guided reading and phonics.

College, Career, and Military Readiness

Percent of STAAR Results at Meets Grade Level or Above (All Subjects) 68% (Q2)	Implement a 30-minute Bulldog Learning Time Tuesday-Friday for all students K-5 to work on skills differentiated according to their learning needs. Morning tutorials will be provided Tuesday-Friday by our facilitators and special education team to help our 4 th and 5 th grade students with knowledge and skills.
Percent of Grade 3–5 Results at Meets Grade Level or Above in Both 60% (Q2)	Implement a 30-minute Bulldog Learning Time Tuesday-Friday for all students K-5 to work on skills differentiated according to their learning needs. Morning tutorials will be provided Tuesday-Friday by our facilitators and special education team to help our 4 th and 5 th grade students with knowledge and skills.

School Culture, Climate, and Leadership Effectiveness

Identified Problems	Proposed Strategies
Two hundred thirty-one total discipline offenses were recorded in Skyward for the 2019-2020 school year by 85 students. Thirty of those referrals involved tardies of 5 or more during the 9-week grading period.	Teachers will create a social contract collaboratively with the students at the beginning of the year. All teachers will greet students at the door by offering a personal greeting so that meaningful relationships are developed. Throughout the year, we will utilize clips from the book study, <i>Relentless</i> , to demonstrate ways to build relationships with students.
A school-wide positive behavior incentive system (PBIS) is not used with fidelity.	Due to COVID-19, staff will not be able to pass out Bulldog Bucks to reward students caught making correct choices on a consistent basis. Instead we will utilize Class Dojo points as a “no touch” reward system. Each grade level will create a plan for rewards to be given weekly based on the Dojo points earned. The campus will provide funding for teachers to purchase treasure box items for their classroom store.
Only 61% of students surveyed believe that a staff member will do something to help them if they are being bullied.	School Counselors will train staff on approaches that can be used to address bullying on campus.
Only 39% of students surveyed believe that students make it clear that bullying is not tolerated at Adolphus. In addition, only 59% of parents surveyed believe that bullying is not a problem at Adolphus.	School Counselors will train students on approaches that can be used to address bullying on campus. We will hire a professional presenter to conduct a virtual assembly that is tied to Character Counts and bully free strategies. Our school will participate in the No Place for Hate program.

Teacher Quality and Retention

Identified Problems	Proposed Strategies
100% of our teachers are not currently ESL certified.	Communicate the expectation to all uncertified staff. Ensure uncertified teachers are aware and participate in training opportunities and monitor the staff member's progress with the training.
There is not a well-developed common instructional framework for staff to use as a campus resource.	Develop and share a common instructional framework with our staff and work collaboratively to fine tune the contents.
New staff members need more support in the areas of professional development, instructional strategies, and school procedures.	Ensure all first-year teachers have time to meet with mentors. Assign a quality veteran Adolphus teacher to all new Adolphus teachers. Conduct monthly New Kids on the Block meetings for new staff.

Community and Student Engagement

Identified Problems	Proposed Strategies
Only 63% of students surveyed believe that teachers show how class lessons relate to real life.	Facilitators will emphasize during planning for teachers to explicitly tell and show students how the concept relates to real life.
92% of parents surveyed indicated they have attended a PTO meeting less than twice even though we offered monthly meetings.	Due to COVID-19, our PTO meetings will be virtual this year. We will market the PTO meetings to let parents know how attending the meeting will help them navigate school and parenting related issues.

Goal 1

<p>Goal Statement: Goal 1A: By June 2021, the percentage of 3rd - 5th grade students scoring Meets on Math STAAR will increase by 10%, as compared to the 2020 Math Benchmark (3rd 62% to 72%; 4th 54% to 64%; 5th 66% to 76%) Goal 1B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 72% to 85%.Goal 1B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 72% to 85%.</p>	<p>CNA Focus Area(s): Student Achievement, Curriculum, Assessment</p>
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Strategy: Involve all campus stakeholders in tracking student growth.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Use data from formative assessments with fidelity in PLCs.		Facilitators, Teachers	September- June	Professional Development by Facilitators, Teacher Input	Observations of PLCs, Agendas for PLCs include data analysis
Assessments will be graded within 24 hours for immediate student and parent feedback.		Teachers	September - June	Skyward	Gradebook, student goal tracker, and Eduphoria
Students will monitor their progress using a goal/growth tracker system.		Facilitators, Teachers	September - June	Professional Development by Facilitators, Teacher Input, Student Tracker Sheet	Student Exemplars discussed at PLCs and classroom observations of students using goal trackers

<p>Create and implement grade level homework plans to provide student practice on previously taught TEKS.</p>		<p>Teachers</p>	<p>September - June</p>	<p>Teacher Resources</p>	<p>Completed homework plan, Lesson plans reference the homework plan, observations, and homework plans communicated to parents in multiple ways</p>
<p>Use math tutor to assist 3rd-5th teachers with students that did not make progress and/or did not meet grade level standard on previous math Benchmark.</p>		<p>Facilitator, Teachers, math tutor</p>	<p>September - June</p>	<p>Facilitator, teachers, Math tutor (at-risk funding up to \$5,326)</p>	<p>Attendance tracker for tutorials and lesson plans from tutor</p>

Strategy: Improve quality Tier I math instruction in every K-5th grade classroom.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Utilize instructional rounds to improve critical thinking skills and math problem solving.		Administrators, Instructional Rounds Team, Core Team, Teachers	October-May	Professional development on instructional rounds implementation, Math Facilitator	Data from instructional rounds, Levels, and campus common/district/STAAR scores
Conduct weekly collaborative planning sessions with facilitators and teachers		Facilitators and Teachers	August-May	Resources from district level curriculum meetings, student data, campus curriculum resources, district road maps, TEKS	Completed lesson plans and feedback from Facilitators during weekly Core Team meetings.
Facilitator will provide coaching support through modeling lessons, collaborative planning, and coaching conversations to K-5th grade teachers on math instruction.		Math Facilitator	September - June	Professional Development from District Meetings	Observations of facilitators modeling lesson, collaborative planning sessions, Facilitator logs
K-2 nd grade teachers will use the results from the iReady and TX-KEA assessments in addition to teacher observations to create guided math groups.		Teachers	September-October	iReady, TX-KEA,	Lesson Plans, PLC agendas have iReady, TX-KEA Data analysis, guided math group lists
K-5 th grade teachers will include a minimum of three number talks in their weekly instructional math schedule.		Teachers	September-May	Number Talks book by Sherry Parrish, District Math Professional Development-Math Facilitator	Observations, Lesson Plans

Goal 2

Goal Statement: By June of 2021, 90% or more of our K-2nd grade students will be at or above the district reading level expectation measured by the GRA Assessment.

CNA Focus Area(s): Student Achievement, Curriculum, Assessment

Strategy: K-2nd grade teachers will implement Guided Reading daily.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
K-2 nd teachers will include a minimum of 40 minutes of Guided Reading instruction in their daily schedule.		Teachers Administrators	September - June	Instructional Campus Materials, District Balanced Literacy Framework	Observations, Lesson Plans
K-2 nd grade teachers will use the results from the GRA, TPRI, and TX-KEA assessments in addition to teacher observations to create initial groupings for Guided Reading.		Teachers	September- October	GRA, TPRI, TxKEA	Lesson Plans, PLC agendas have GRA, TPRI, TxKEA Data analysis, initial guided reading group lists
K-2 nd grade teachers will use Jan Richardson's <i>Next Steps in Guided Reading</i> as a resource to structure their lessons based on group's needs including special education, Gifted and Talented, and English Language students.		Teachers	September-June	<i>Next Steps to Guided Reading</i>	Scheduled professional development for guided reading, lesson plans include components of <i>Next Steps in Guided Reading</i> , and observations

K-2 nd grade teachers will take and analyze running records and anecdotal notes to track progress and inform future instruction for all students, including special education, Gifted and Talented, and English Language students.		Teachers	September-June	Running Record Forms, Anecdotal Notes	Data from Running Records, Anecdotal Notes, Lesson Plans
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Strategy: Teachers will support the reading growth of ESL students by utilizing language objectives and EL strategies.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Facilitators will provide PK-2 teachers a minimum of 3 hours of PD on effective reading instruction during the first 9 weeks		Principal Literacy & ESL Coaches	September	PD Plan, Jan Richardson's <i>Next Steps in Guided Reading</i>	Professional Development Agenda
Facilitators will provide coaching support to PK-2 nd grade teachers on reading instruction based on teacher need.		Literacy & ESL Coaches Teachers	September-June	Reading & ESL Coach	Coaching Logs, Observations, Lesson Plans
Facilitators will assist PK-2 nd grade teachers in planning effective reading instruction.		Literacy & ESL Coaches Teachers	September-June	Reading & ESL Coach, Teaching Resources, Campus Instructional Materials	Lesson Plans, observations, planning PLC agendas

Campus will use funding to increase the number of titles in the leveled literacy library particularly in levels A-28.		Administrator Secretary Literacy & ESL Coaches	September-August	Leveled Text, Catalogues, Local & PTO Funds	Inventory of Leveled Library
Use reading tutor and Literacy Coach to assist K-2 nd teachers with students in need of reading assistance based on GRA, TPRI, TxKEA and Running Record data.		Administrator, Reading Tutor, Teachers, Reading Interventionist, Literacy Coach	October-May	Reading Tutor (at-risk funding \$5,295) LLI kits GRA, TPRI, and TxKEA Assessments, Running Records, Materials, Leveled texts, Literacy Coach	Improvements in GRA, TPRI, and TxKEA assessments, Running Record Data, Tutor & Literacy Coach Attendance Documentation and coaching log
All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.		District staff development department, teachers, Literacy Coach	September-August	Reading Academies	Teacher Transcripts, lesson plans, observational data

Strategy: Teachers will support the reading growth of ESL students by utilizing language objectives and EL strategies.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Facilitators will provide PK-2 teachers a minimum of 3 hours of PD on language objectives and EL strategies throughout the school year		Principal Literacy & ESL Coaches	September-May	Growing Language & Literacy by Andrea Honigsfeld (ESL funds), Talk,Read,Talk Write by Nancy Motley (ESL funds), ESL Coach, Literacy Coach	Professional Development Agenda
Facilitators will provide coaching support to PK-2 nd grade teachers on language objectives and EL strategies based on teacher need.		Literacy & ESL Coaches Teachers	September-June	Reading & ESL Coach	Coaching Logs, Observations, Lesson Plans
Facilitators will assist PK-2 nd grade teachers in planning effective reading instruction utilizing language objectives and EL Strategies.		Literacy & ESL Coaches Teachers	September-June	Reading & ESL Coach, Teaching Resources, Campus Instructional Materials	Lesson Plans, observations, planning PLC agendas
Campus will use funding to purchase professional texts that focus on language objectives and EL strategies		Administrator Secretary Literacy & ESL Coaches	September-August	Growing Language & Literacy by Andrea Honigsfeld (ESL funds), Talk,Read,Talk Write by Nancy Motley (ESL funds)	Inventory of Professional Resources

Goal 3

<p>Goal Statement: By June 2021, the percentage of 3rd - 5th grade students scoring Meets on Reading STAAR will increase by 10%, as compared to the 2020 Reading Benchmark (3rd 58% to 68%; 4th 67% to 77%; 5th 64% to 74%) Goal 3B: By June 2024, The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 67% to 80%.</p>	<p>CNA Focus Area(s): Student Achievement, Curriculum, Assessment</p>
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Strategy: Involve all campus stakeholders in tracking student growth.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Use data from formative assessments with fidelity in PLCs.		Facilitators, Teachers	September- June	Professional Development by Facilitators, Teacher Input	Observations of PLCs, Agendas for PLCs include data analysis
Assessments will be graded within 24 hours for immediate student and parent feedback.		Teachers	September - June	Skyward	Gradebook, student goal tracker, and Eduphoria
Students will monitor their progress using a goal/growth tracker system.		Facilitators, Teachers	September - June	Professional Development by Facilitators, Teacher Input, Student Tracker Sheet	Student Exemplars discussed at PLCs and classroom observations of students using goal trackers

Strategy: Improve quality Tier I Reading instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Provide professional development on effective reading strategies throughout the school year to impact the quality of Tier 1 instruction.		Literacy Coach, Reading Interventionist, ESL Coach, Teachers	August-May	Literacy Coach, Reading Interventionist, ESL Coach, Teachers Campus developed PD, District provided PD, Thinking Maps training, Comprehension ToolKit Components with ESL Funding	Agendas, Professional Development Attendance sheets, Observations, Lesson Plans
Teachers will observe other teachers utilize quality reading strategies in the classroom setting.		Administrators, Facilitators, and teachers	September-June	Teacher Classrooms, Learning Walk Recording Sheet	Staff feedback, observations, schedule of teachers observing other classrooms
Facilitators will assist teachers in planning effective reading instruction for all students including students identified as SPED, EL, at-risk and GT.		Reading & ESL Coach Teachers	September-June	Reading & ESL Coach Professional Teaching Resources, Campus Instructional Materials, Comprehension ToolKit Components with ESL Funding	Lesson Plans, Observations, agendas from planning PLCs

Strategy: Teachers will support the reading growth of ESL students by utilizing language objectives and EL strategies.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Facilitators will provide PK-2 teachers a minimum of 3 hours of PD on language objectives and EL strategies throughout the school year		Principal Literacy & ESL Coaches	September-May	Growing Language & Literacy by Andrea Honigsfeld (ESL funding), Talk,Read,Talk Write by Nancy Motley (ESL funding), ESL Coach, Literacy Coach	Professional Development Agenda
Facilitators will provide coaching support to teachers on language objectives and EL strategies based on teacher need.		Literacy & ESL Coaches Teachers	September-June	Reading & ESL Coach	Coaching Logs, Observations, Lesson Plans
Facilitators will assist teachers in planning effective reading instruction utilizing language objectives and EL Strategies.		Literacy & ESL Coaches Teachers	September-June	Reading & ESL Coach, Teaching Resources, Campus Instructional Materials	Lesson Plans, observations, planning PLC agendas
Campus will use funding to purchase professional texts that focus on language objectives and EL strategies		Administrator Secretary Literacy & ESL Coaches	September-August	Growing Language & Literacy by Andrea Honigsfeld (ESL funding), Talk,Read,Talk Write by Nancy Motley (ESL funding)	Inventory of Professional Resources

Goal 4

Goal Statement: By May 2021, the number of 3rd – 5th grade students reporting being teased or made fun of on the beginning of the year Student Guidance Survey Report will reduce from 43.37% to below 20% on the end of year survey results.

CNA Focus Area(s): Grades 3-5 Student BOY/EOY Campus Survey/Universal Screener Feedback

Strategy: Students will receive Character Counts guidance lessons and activities on respect and acceptance of others at least one time a month with reinforcement on daily announcements.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Monthly Character Counts lessons (virtual or on-campus) Writing assignments, discussions, or other tasks for engagement		School Counselors	August - May	Character Counts Resources tools in counseling office; School Counselor Elementary Canvas Library. No Place for Hate Campus Activities	Student Feedback/EOY Survey/Screener
Continue providing Character Counts newsletters		School Counselors	September – May (monthly)	School Counselors, Bulldog Counselor Corner Canvas Page	Student Feedback/EOY Survey/Screener

Strategy: Students will be taught and encouraged to express their feelings to others in an appropriate way by adding a component of acceptance and respect to all Character Counts lessons for each pillar.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Monthly Character Counts lessons (virtual or on-campus) Writing assignments, discussions, or other tasks for engagement.		School Counselors	August - May	Character Count Resources tools in counseling office; School Counselor Elementary Canvas Library. No Place for Hate Campus Activities	Student Feedback/EOY Survey/Screeners
Students will participate in a Bully Free program presented by a professional performer/speaker.		School Counselors, Hired Speaker, Secretary, Principal	September- November	Program and Student Activity funds	Scheduled program and anecdotal feedback from teachers and students
Students will be a part of a restorative circle or social skills lesson when their actions relate to the inappropriate behavior described in goal 4.		Assistant Principal	August - May	Restorative Justice Training	Office Referrals

Strategy: Students will receive a daily message on announcements promoting and encouraging ways to seek help of a trusted adult in the event of them experiencing bullying and name-calling.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
<p>Counselors will share one mindfulness activity daily during morning announcements and/or at the start of every class for on-campus learners.</p> <p>Counselors will provide mindfulness activities on their Canvas Social Emotional course for virtual learners.</p>		School Counselors	August - May	Character Counts Resources tools in counseling office; School Counselor Elementary Canvas Library. No Place for Hate Campus Activities	Student Feedback/EOY Survey/Screeners

Goal 5

<p>Goal Statement: By June of 2021, the percentage of Special Education students earning a failing report card grade will show a decrease by at least 1% on average for each grading period compared to 2019-20.</p>	<p>CNA Focus Area(s): Student Achievement, Failure Report data</p>
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Strategy: Administrator and SPED team will review the failure report at each progress and 9-week period to determine the failure rate of our students in special education and utilize the report during PLCs to plan for differentiation.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
AP will run the failure report for each progress and 9-week grading period.		AP	October- May	Skyward	Failure Reports
Core Team will review the failure reports at each end of progress and 9-week grading period and discuss data to create a plan of action as needed.		Core Team	October- May	Failure Reports	Failure Reports Core Team Meeting Agendas

Strategy: The special education team will hold monthly meetings to discuss the failure reports and create an action plan to help the student(s) achieve success.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Special Education team will meet on a monthly basis to review failure data of students in special education.		Special Education Team Administrators	October- May	Failure Reports	Failure Reports Special Education Monthly Meeting Agendas
Special Education Resource team will adjust morning tutorial groups to include any special education student earning a failing grade on a progress report or report card.		Special Education Resource Teachers	October-May	Failure reports	Failure Reports Adjusted tutorial group lists

Financial Summary

Funding Source	Total Amount
State Comp. Ed	\$58,590.00
State Comp Ed: Tutoring	\$10,692.00
Bilingual/ESL: Materials, supplies, training	\$2,936.00
GT: Materials, supplies, training	\$200.00

SBDMC Members

Name	Position
Stacy Boarman	Principal
Channon Almendarez	Assistant Principal
Rebeca Morales	Kindergarten Teacher
Jenni Holtman	1 st Grade Teacher
Ruth Brotzman	2 nd Grade Teacher
Hannah Fisher	3 rd Grade Teacher
Melissa Boaz	4 th Grade Teacher
Melissa Eubanks	5 th Grade Teacher
Michelle Steenbergen	Specials Teacher
Hannah Hopson	Special Ed. Teacher
Crystal Hamilton	Parent
Avian Tisdale	Parent
Gilda Perez	Parent
Diana Karnezis	Parent
Lana Kettler	District Representative
Jan Rhodes	Community Member
Jenny Jones	Business Representative

State Compensatory Education

Position	FTEs Funded by Compensatory Education
Math Facilitator- Rashana McDaniel	.5 FTE-\$35,700
Literacy Coach-Paulette Cousins	.25 FTE-\$18,087.50
PK Teacher-Marisol Rodriguez	1 FTE-\$61,600
PK Teacher-Tammy Ellis	1 FTE-\$61,300
PK Aide-Alexa Emokpaire	1 FTE-\$18,969.28
	SCE FTE Total \$195,656.78

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

