

# Lamar Consolidated Independent School District

## Bowie Elementary

### 2024-2025 Campus Improvement Plan



# Mission Statement

The mission of Bowie Elementary School is to establish an effective educational program that will enable every student to meet his/her fullest potential in order to be successful citizen within our future and present world.

## Vision

Every Child, Every Day, WHATEVER it Takes!

## Core Beliefs

Failure is not an option. No two students are alike. Everything we do should be purposeful, intentional, and meaningful. If we can predict it, we can prevent it.

## Table of Contents

Comprehensive Needs Assessment .....	3
Needs Assessment Overview .....	3
Demographics .....	5
Student Learning .....	7
School Processes & Programs .....	9
Perceptions .....	10
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	12
Goals .....	14
Goal 1: By May 2025, the percentage of students in K-2nd grade reading on or above grade level as indicated on the EOY GRA/ HMH assessment(s), will increase by 20%. ..	14
Goal 2: By May 2025, the percentage of 5th grade Science students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 20% in science. ..	18
Goal 3: By May 2025, the percentage of 3rd, 4th, and 5th grade students achieving meets, or masters as indicated on STAAR, will increase by at least 15% in reading. ....	22
Goal 4: By May 2025, the percentage of 3rd, 4th, and 5th grade students achieving meets, or masters as indicated on STAAR, will increase by at least 15% in math. ....	28
Title I Personnel .....	33
Campus Funding Summary .....	34

# Comprehensive Needs Assessment

Revised/Approved: June 18, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

Bowie's campus needs assessment was developed, reviewed, and revised on the dates listed below. A list of stakeholders involved with developing the plan and our Site Based Decision making committee are also listed below.

Dates: 5/8/2024 & 6/18/2024

Stakeholders:

5/8/2024 - All staff at Faculty Meeting reviewed and revised

Printed Name	Position
Andrea Richard	Principal
Karla Davis	Title I Representative
Sandra Saldana	EB Specialist
Ryan Cone	Teacher
Ana Garcia	Assistant Principal
Nancy Flores	Parent Representative
Hayde Ruiz	Parent Representative
Alicia Ortiz	Parent Representative
Jamylette Ramirez	Parent Representative
Patricia Resendiz	Parent Representative
Bianca Romero	Parent Representative
Citlalli Garcia Mendoza	Parent Representative
Blanca Rosa Guillen	Parent Representative

Printed Name	Position
Heather Goodman Iles	Instructional Coach
Brenda Larios	Instructional Coach
Cristina Mejia	Instructional Coach

# Demographics

## Demographics Summary

Bowie Elementary has been open since 1961 and services the Rosenberg community for grades kindergarten through fifth grade. We are located off of highway 90 and Bamore road. Our stakeholders include students, families, all staff, and community members. All stakeholders are included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan.

This school year our Campus Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate Survey, NWEA Map data, 23-24 STAAR data. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the last meeting which was held on May 8, 2024 The Site Based Team evaluated data and identified strengths and problems in each area. Each team member was allowed to present their proposed problem statements tied to data. The Site Based Team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team decided on five areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Our special programs include: Gifted and Talented, Bilingual/ ESL, and Special Education. We are a Title I campus which requires all staff to be certified as highly qualified. These special programs are aligned with the needs and desires of our students, parents and community. Our programs meet the needs of individual students which aligns with our campus vision statement, " Every Child, Every Day, WHATEVER it Takes! "

## Demographics Summary

Total Enrollment: 477

Gender	Count	Percent
Female	222	48.57%
Male	235	51.42%

Ethnicity	Count	Percentage
American Indian	1	0.22%
Asian	1	0.22%
Black-African American	28	6.13%
White	31	6.78%
Hispanic -Latino	393	85.99%

Ethnicity	Count	Percentage
Two or More	3	0.65%

### Demographics Strengths

\* Growing staff into leadership positions within the district

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As reported on the Student Climate Survey, 19% of students either disagreed or did not know if there was a teacher, counselor, or other staff member they can talk to about school problems. 26% either disagreed or did not know if there was a teacher, counselor, or other staff member they could talk to about personal problems. **Root Cause:** Student have more social and emotional needs because of the aftermath of the world wide pandemic. Staff will need to make themselves more accessible to students. Staff will need to make students aware that they may talk to them about any need whether academic or personal we are here to help them.

# Student Learning

## Student Learning Summary

### State Assessment Student Performance

43% of students achieved approaches on the 5<sup>th</sup> Grade STAAR Science assessment in 2023- 2024.

78% of students achieved approaches on the 3<sup>rd</sup> – 5<sup>th</sup> Grade STAAR Reading assessment in 2023- 2024.

78% of students achieved approaches on the 3<sup>rd</sup> – 5<sup>th</sup> Grade STAAR Math assessment in 2023- 2024.

56.83 % of students achieved “on or above level” on K-2 GRA in 2023- 2024.

75.14 % of students achieved "on or above level" on K-2 HMH in 2023 - 2024.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Based off of MOY GRA, only 8% of our kindergarten students scored on level and 13% scored above level. Only 11% of our first grade students scored on level and 27% scored above level and only 2% of our second graders scored 59% above level. **Root Cause:** Our campus needs to consistently implement an explicitly teach phonics program along with consistently implementing daily guided reading groups.

**Problem Statement 2:** 1st Grade Dyslexia Screener 24% of 1st grade students that took screener at the MOY fell under the Dyslexia Screener. This is an indicator that they are at risk for Dyslexia or a Reading disability. **Root Cause:** Students do not know their sounds, have difficulty blending sounds and are behind in reading skills. They need to be taught phonics consistently in order for them to master their phonemic awareness.

**Problem Statement 3:** There are a high amount of students in grades 3rd-5th who are reading below grade level expectations in the middle of the 2023-2024 school year. 3rd Grade students reading below grade level in the BOY 35%- MOY 77% 4th Grade students reading below grade level in the BOY 58% - MOY 40% 5th Grade students reading below grade level in the BOY 46% - MOY 71% **Root Cause:** Teachers express that they do not have enough Tier 1 instruction time to spend teaching guided reading groups and keep up with core grade level instruction. Effective use of professional learning communities, data analysis, and intentional planning will allow for targeted instructional time that impacts guided reading groups.

**Problem Statement 4:** 20% of 3rd-5th grade ELLS who tested in Spanish did not meet progress measure on the math benchmark. **Root Cause:** There was not enough sheltered instruction going on in the classroom for ELLs. Students enrolled mid-way throughout the year. Class size is too big for students to receive one-on-one help.

**Problem Statement 5:** The amount of EB Students in grades Kinder-5th grades who were still reading below grade level expectations in the middle of the 23-24 school year. Kinder MOY 45.45% 1st Grade BOY 61.54% - MOY 40% - EOY 43% 2ND Grade BOY 22.73% - MOY 45.45% - EOY 8% 3rd Grade BOY 47.37% - MOY 100% EOY - 23% 4th Grade BOY 77.5% - MOY 63.16% EOY 5th Grade BOY 43.59% - MOY 35.29% EOY **Root Cause:** Teachers are not implementing enough Tier 1 instruction in Spanish.

**Problem Statement 6:** Problem Statement: The amount of 3rd to 5th grade students not meeting grade-level expectations is high. 3rd grade students meeting expectations: BOY 41%

- MOY 69% - EOY 75% 4TH grade students meeting expectations: BOY 52% - MOY 51% - EOY 62% 5th grade students meeting expectations: BOY 75% - MOY 71% - EOY 62%

**Root Cause:** Math teachers in 4th grade did not have a math teacher of record until March. 5th grade did not have math teachers in the entire grade level until after the 1st nine weeks. The teachers expressed when they first started that they would need guidance. They lacked data analysis and intentional small-group planning.



## School Processes & Programs

### School Processes & Programs Summary

#### School Culture, Climate, and Leadership Effectiveness

The curriculum and instruction at Bowie is driven by the district's scope and sequence, road maps, and curriculum at a glance calendars. Some critical components of the district curriculum include: district progress monitoring assessments, campus common assessments, problem solving processes, balanced literacy including the Reading/Writing workshop and small group instruction across content areas.

One focus for our campus has been improving student engagement and improving Tier 1 instruction. Bowie brainstorming, weekly planning, PLCs, and vertical alignment meetings are held monthly to analyze student need and academic growth. Through the MTSS process, student progress is measured throughout the school year. Teachers, facilitators, coaches, administrators, and special education staff continue to work together to ensure all students achieve academic growth through focused consistent collaboration. Students receive intervention through Sunrise Scholars, after school tutorials, and our Dragon Den intervention time that has been incorporated into our daily master schedule.

All staff members at Bowie will continue to seek various professional development opportunities through campus, district, and out of district opportunities to continue to improve student academic growth. Student academic and behavioral successes and growth is recognized each grading period through our Bowie Bash ceremonies. Our students and staff are recognized through our campus wide PBIS (positive behavior intervention system) rewards program which contributes to our positive campus climate.

Parent engagement is encouraged through a variety of activities such as Reading Night, Math & Science Night, Book Fairs, Veterans' Day Program, Musical programs, our P.E. program, and our Dragon Dash event. We continually strive to maintain a strong connection with our parents and community stakeholders. The Bowie staff, parents, and community worked collaboratively to build the Friends of Bowie Organization. The purpose of the organization is to bring families closer together and work towards common goals for the betterment of our students.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Using Professional Learning Committees to dig deeper into our data in more meaningful ways to produce gains in student learning and academic achievement. **Root Cause:** Seeing a decline in student on or above reading level as assessed by the Guided Reading Assessment.

# Perceptions

## Perceptions Summary

Our Parent survey indicated the following perceptions:

75% of Parents rated Bowie an A/B. For school operations - 92% of Parents communicated that the school is clean and that their students have the resources their students needed for classes. 86% of Parents agreed or agreed strongly that there is support for their students. 89% of Parents communicated that the school is safe. For family engagement 89% of Parents stated that Teachers are available to conference and that staff and family members treat each other with respect.

Our student survey indicated the following perceptions:

85% of our students would give the school a grade of A/B. 95% of our students communicated that they have friends within the school. 92% of students communicated that their parents/ guardians ask them about their day at school. 91% of students stated that they have to work hard to earn their grades and 88% that try to do their best in school every day. 89% of students communicated that they respect their teachers at school.

The culture and climate at Bowie is based on a combination of our four behavior expectations; Respect, Responsibility, Problem Solving, and Self-Control as well as the Six Pillars of Character. Students are encouraged to implement these character traits in everyday situations.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 3rd-5th ELAR teachers do not feel they have time to teach guided reading groups during Tier 1 instruction class time. **Root Cause:** Professional development needed on guided reading instruction, planning, and data analysis to drive instruction.

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

## Employee Data

- Professional learning communities (PLC) data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data


# Goals









Revised/Approved: November 5, 2024

**Goal 1:** By May 2025, the percentage of students in K-2nd grade reading on or above grade level as indicated on the EOY GRA/ HMH assessment(s), will increase by 20%.

**Performance Objective 1:** Ensure all students receive supports for intervention either in the form of remediation, extensions, or through supplemental tutoring and related supplies and materials.

**Evaluation Data Sources:** Guided Reading lesson plans. Growth in reading levels reflected in student's progress in GRA, TX-KEA, MAP and Formative Assessments.



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students in K-2 will have access to online programming and technology to support, re-mediate and/or enrich academic concepts taught, including Brain Pop, RAZ Kidz, Accelerated Reader, I-Ready, Waggle and Progress Learning. Students will need to use headphones for these platforms. Technology will be updated and furnished to support the campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' foundation reading skills such as decoding, phonemic awareness and reading comprehension. (HB 3 Reading Support)</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Raz Kidz - 211 Title I, Part A - \$4,110, Reading Materials - 199 PIC 25 State Bilingual/ESL - \$2,132, Accelerated Reader - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$4,131</p>	Formative		
	Feb	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will utilize Dragon Den intervention time, daily instruction time, and academic resources to implement student goal setting, decoding, phonemic awareness sight words (laminated), and comprehension intervention strategies to increase the number of students reading at/above grade level in grades K-2, including EB population.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' foundation reading skills such as decoding and phonemic awareness to improve comprehension. (HB 3 Reading Support)</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach ESL/Bilingual Lead Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Parent involvement activities/curriculum nights will be held to explain foundational reading skills and strategies to support partnerships, connected to the parent, family, and community engagement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student's foundational reading skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Administrators</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











**Goal 1:** By May 2025, the percentage of students in K-2nd grade reading on or above grade level as indicated on the EOY GRA/ HMH assessment(s), will increase by 20%.

**Performance Objective 2:** Provide coaching and mentoring to staff to improve Tier 1 and 2 academic foundation reading instruction and engagement practices.

**Evaluation Data Sources:** Observations, walkthroughs, lesson plans. Growth in reading levels reflected in student's progress in Map Fluency, HMH, TX-KEA, and MAP.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide support to teachers with implementing Guided Reading components to structure instructional time. Next Steps Forward in Guided Reading, Next Steps Forward in Word Study and other supplemental resources will be provided to meet expectations and improve learning for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' foundation reading skills such as decoding and phonemic awareness to improve comprehension. (HB 3 Reading Support)</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional learning opportunities (training, book study, cohorts, etc.) will be provided for teachers to improve Tier 1 instruction, to include training on Guided Reading and Phonics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the opportunity for professional growth by learning new strategies and techniques in guided reading, sheltered instruction, and critical thinking to use in their classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach ESL/Bilingual Lead Teachers District Coaches</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			








Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will participate in PLCs to analyze and discuss student progress in their reading levels and develop instructional plans, including appropriate guided reading strategies such as prompting.</p> <p><b>Strategy's Expected Result/Impact:</b> A year's growth in students individual reading levels. (HB 3 Reading Support)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize planning to design differentiated individualized targeted guided reading instruction to address gaps, remediation, and extension in TEKS. Teachers will implement checklists and common formative assessments into their planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in mastery of each guided reading component. (HB 3 Reading Support)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Goal 2:** By May 2025, the percentage of 5th grade Science students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 20% in science.

**Performance Objective 1:** Students in 5th grade not meeting approaches performance receive support intervention either in the form of remediation, extensions, or through supplemental tutoring.






**Evaluation Data Sources:** Progress monitoring through campus quick checks, MAP screeners, Progress Learning, Campus and District Assessment, Observations, and Anecdotal notes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> To improve Domain 1 (School Achievement), HMH resources will be used to address each of the forms of support areas. (i.e. 1st line instruction will receive resource #1 HMH, remediation will receive resource #2)</p> <p><b>Strategy's Expected Result/Impact:</b> Students at all levels will receive differentiated and targeted lessons to address their individual growth measure and close the achievement gap.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p>	Formative		
	Feb	Apr	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** By May 2025, the percentage of 5th grade Science students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 20% in science.

**Performance Objective 2:** Tier 1 science instruction will be taught using hands-on activities at the following percentages per unit: K-1st=80%, 2nd-3rd=60%, and 4th-5th=50%. Students are expected to record their observations in their science interactive notebooks.






**Evaluation Data Sources:** Explicit hands-on activities are listed weekly in lesson plans, walk-throughs, student observations in journals.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> To improve Domain 2 (School Progress), intentional planning on innovative planning day to develop targeted hands-on activities to be included in weekly lesson plans with support from the Instructional Coaches.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain real-world experience to connect to test questions as well as deepen their understanding.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Administrators</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> To improve Domain 2 (School Progress), teachers will submit a list of the materials needed at least 2 weeks in advance to the instructional coach to ensure students have the necessary materials for the hands-on activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will create a deeper understanding of science concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** By May 2025, the percentage of 5th grade Science students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 20% in science.

**Performance Objective 3:** Science teachers will engage parents through monthly newsletters and STEM nights with hands-on activities to extend science lessons applied to everyday life.







**Evaluation Data Sources:** Grade-level monthly parent involvement through survey collection. Parents submit a picture of the activity conducted at home. Grade-level (K-2 and 3-5) with highest percentage of students in homeroom list attending the event.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Include in each grade-level newsletter a family science section linked to the Canvas course for parents. This family section will contain engaging activities for students to perform at home with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Address parent involvement and create a well-rounded system of education.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will plan and execute a STEM family night for K-2 and another for 3-5. The event will include relevant hands-on activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent involvement will be impacted. It will also target student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Coaches</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** By May 2025, the percentage of 5th grade Science students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 20% in science.

**Performance Objective 4:** Teachers will model and guide students through analytical test-taking strategies related to science content learned during hands-on activities and observations. Students will apply such strategies during quick checks, campus, and district assessments.


**Evaluation Data Sources:** Student work samples classified as above level, on-level, or below level.


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> To improve Domain 3 (Closing the Achievement Gap), teachers will create an individual student portfolio that includes evidence of test-taking strategies such as notes on scratch paper.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to categorize students and create a plan for future instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Specific teacher resources to address analytical test-taking strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a process to answer a variety of test-type questions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** By May 2025, the percentage of 3rd, 4th, and 5th grade students achieving meets, or masters as indicated on STAAR, will increase by at least 15% in reading.

**Performance Objective 1:** Students in 3rd-5th grade not meeting approaches performance receive support intervention either in the form of remediation, extensions, or through supplemental tutoring

**Evaluation Data Sources:** Growth in reading levels reflected in student's progress in GRA, common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will participate in PLCs and Innovative Planning Day to analyze and discuss student progress in reading and develop instructional plans. Plans will include higher order questioning, differentiated designs, individualized targeted small group instruction to address gaps, remediation, acceleration, and extension (laminated) activities in TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student's overall scores and target objectives on quick checks and campus/district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 45%		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide after School tutoring for targeted student population with intensive intervention practices and through HB 1416 accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' foundation reading skills such as decoding and phonemic awareness, to improve comprehension, and making an inference. (HB 3 Reading Support &amp; HB 1416)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers for targeted instruction camp - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identified staff will provide small group instruction to students based on students individualized need in order to decrease SPED failures by 5%.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' foundation Reading skills evidenced in student's GRA level growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> To improve Domain 1 (school achievement) and Domain 3 (closing the gaps), teachers will use specific resources to address each of the forms of support areas. (i.e. tutorials will use Think Up lessons-assessments), remediation will use Progress Learning Lift Off lessons, and extension will use Waggle lessons)</p> <p><b>Strategy's Expected Result/Impact:</b> Students at all levels will receive differentiated and targeted lessons to address student achievement and close the achievement gap.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p> <p><b>Funding Sources:</b> Think Up - 199 PIC 25 State Bilingual/ESL - \$686</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> To improve Domain 3 (closing the gaps), teachers will plan and execute TEKS-based Guided Reading lessons during remediation, tutoring, and small group instruction using Next Steps Forward in Guided Reading/Word Study.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide targeted and differentiated lessons that will address student gaps and students' strengths and weaknesses.</p> <p><b>Funding Sources:</b> Tutoring - 211 Title I, Part A - \$3,387.50</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> To improve Domain 2 (School Progress), staff will utilize Dragon Den intervention time and academic resources to implement student goal setting, word study, and comprehension intervention strategies to increase the number of students reading at/above grade level in grades 3-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know how to track their own growth to develop accountability. Students will develop vocabulary and reading strategies to increase comprehension that will then improve assessment scores.</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>


Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> PBIS rewards will be determined by Teachers and Staff through relationships built with students. PBIS rewards will be purchased and individualized for students to use as positive reinforcement in social emotional and academic engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive reinforcement that will improve students social emotional needs, student confidence, and students academic engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers All Staff</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> PBIS rewards - 211 Title I, Part A - \$1,000</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







**Goal 3:** By May 2025, the percentage of 3rd, 4th, and 5th grade students achieving meets, or masters as indicated on STAAR, will increase by at least 15% in reading.

**Performance Objective 2:** Provide coaching and mentoring to staff to improve Tier 1 and 2 reading instruction and engagement practices.

**Evaluation Data Sources:** Observations, walkthroughs, lesson plans. Growth in reading objectives reflected in students' progress on common assessments, MAPs screeners/ assessments, and STAAR.






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide support to teachers with implementing Guided Reading components to structure instructional time. Next Steps Forward in Guided Reading, Next Steps Forward in in Word Study and other supplemental resources will be provided to meet expectations and improve learning for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' reading abilities in comprehension as well as text analysis and the opportunity for Teachers' professional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement with fidelity the balanced literacy framework to structure instructional time and ensure all literacy components are included in the daily lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> Key components of the balanced literacy framework will be included in teachers' lessons to target different areas of reading, including word study, fluency, vocabulary, comprehension and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Reading Materials - 211 Title I, Part A - \$8,602.50, Reading Materials - 199 PIC 25 State Bilingual/ESL - \$2,131.50</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional learning opportunities (training, book study, cohorts, conferences, etc.) will be provided for Staff to improve Tier 1.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have the opportunity for professional growth by learning, reviewing, implementing and collaborating based on feedback the effective strategies or techniques used for/ in guided reading, sheltered instruction, and critical thinking to use in their classrooms. Strategies learned from professional development will impact planned learning communities, Lead4ward strategies, student achievement, student growth, and campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> Professional Development - 211 Title I, Part A - \$1,000</p>	Formative		
	Feb	Apr	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Instructional coaches will facilitate planning sessions with teachers to ensure alignment with curriculum and teaching strategies in ELAR/SLAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Address concerns that would impact classroom instruction. Brainstorm strategies to implement in grades 3-5th to enhance consistency.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach(es) ESL/ Bilingual Lead Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide opportunities for vertical alignment and discussion during Staff Meetings, Staff Development Days, and/or Innovative Planning Day.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will align instruction, strengthen their glows, and develop plans to address a growth area.</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** By May 2025, the percentage of 3rd, 4th, and 5th grade students achieving meets, or masters as indicated on STAAR, will increase by at least 15% in reading.

**Performance Objective 3:** Develop a list of "Campus Look Fors" consisting of high yield language strategies to be utilized in planning, walk-throughs, and professional development topics.







**Evaluation Data Sources:** Student writing samples  
 Anecdotal notes of student speaking  
 walkthrough observations implementation of high yield language strategies  
 lesson plans for instructional strategies  
 assessments










Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Analyze student writing to determine whether it is content or language supports needed. Teachers will implement academic vocabulary that includes content specific vocabulary as well as additional words necessary to express understanding of academic content.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will utilize academic vocabulary in a relevant format.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, using sentence stems, and vocabulary documented in their plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to communicate while speaking and writing using academic and social vocabulary, including diverse and complete sentence structures.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus will collaborate with the Department of Multilingual Education for support and guidance on implementation of high yield language strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive individualized support in implementing questioning strategies and will become proficient or master the strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administration</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 4:** By May 2025, the percentage of 3rd, 4th, and 5th grade students achieving meets, or masters as indicated on STAAR, will increase by at least 15% in math.

**Performance Objective 1:** Ensure all math students receive supports for intervention either in the form of remediation, acceleration, or through supplemental tutoring and related supplies and materials; including step up teks.

**Evaluation Data Sources:** Growth in math objectives reflected in student's progress on common assessments, Benchmarks, MAP screeners/assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> To improve Domain 3 (closing the gaps), staff will provide and implement intervention strategies such as Guided Math, number sense and problem solving using the 3 read model to achieve STAAR meets and masters standards in Grade 3-5 Math, including EB population.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' math calculation and computation skills. They will use vocabulary to explain their reasoning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach(es) Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> To improve Domain 1 ( student achievement) &amp; Domain 2 (school progress), Teachers will participate in PLCs to analyze student's work samples and discuss student progress in math and develop instructional plans, including higher order questioning, differentiated designs, individualized targeted small group instruction to address gaps, remediation and acceleration in TEKS for all students, including at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student's overall scores and target objectives on all types of formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach(es) Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Parent involvement activities will be held to explain math manipulatives and/or problem-solving strategies to support partnerships, connected to Parent, Family, &amp; Community Engagement Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Improving the connection between school and home by increasing parent involvement as well as improvement in students' problem solving skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach(es) Teachers</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> To improve Domain 3 (closing the gaps), Teachers will provide after School tutorials or Saturday Tutorials for targeted student population with intensive intervention practices and through HB 1416 accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' mathematical calculation, computation, and problem solving skills. (HB 3 Reading Support &amp; HB 1416)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach(es) Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Teachers for targeted instructional camp - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$4,000, Instructional materials/supplies - 211 Title I, Part A - \$3,214.58</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> To improve Domain 2 ( school progress), &amp; Domain 3 ( closing the gaps), Identified staff will provide small group instruction to students based on students individualized need in order to decrease SPED failures by 15%.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' foundation math skills, and growth in students' problem solving and reasoning skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			






Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Increase student engagement through verbal discourse, sheltered strategies, questioning and individualized goal setting by TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student's foundation math skills. Growth in students problem solving, reasoning skills and TEK mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach(es) ESL/Bilingual Lead Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Hire additional tutors to assist with individualized instructional support for at-risk/ EB students to include HB 1416 accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Data collected every six weeks supports gaps are closing for students in Tier 3 interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Teachers</p> <p><b>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Part-Time Tutor - 211 Title I, Part A - \$4,000, Part-Time Tutor - 199 PIC 25 State Bilingual/ESL - \$685.50</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** By May 2025, the percentage of 3rd, 4th, and 5th grade students achieving meets, or masters as indicated on STAAR, will increase by at least 15% in math.

**Performance Objective 2:** Provide coaching and mentoring to staff to improve Tier 1 and 2 mathematical instruction and engagement practices.

**Evaluation Data Sources:** Growth in math objectives reflected in student's progress on common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Instructional Coach(es) will coach general education teachers, ECSE teachers, and facilitate planning sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' mathematical ability in reasoning, problem solving, and computation, and the opportunity for Teachers' professional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Personnel - 211 Title I, Part A - \$91,010.42</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> To improve Domain 1 ( student achievement), Staff will implement with fidelity the Guided Math framework. Appropriate instructional materials, manipulatives, and resources will be provided to meet expectations and improve learning for all students. Including; Math marks, Progress Learning, Step Up TEKS, Countdown, Stem scopes, and iReady.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve students' mathematical reasoning, problem solving and computation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach(es) Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional learning opportunities (training, book study, cohorts, etc.) will be provided for teachers to improve Tier 1 mathematical instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve students' mathematical reasoning, and computation as well as the opportunity for teachers' professional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach(es)</p> <p><b>Funding Sources:</b> Professional Development - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Growing mathematicians will be implemented. Components include: math fact fluency, math warm-ups, remediation plan, instructional support, principal and district support. All components will be implemented at Grade 3rd, 4th, and 5th.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve students' math fact fluency, computation, reasoning, and overall achievement in mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach(es) Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Larios	Instructional Coach	Title I	1.0

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Raz Kidz		\$4,110.00
3	1	5	Tutoring		\$3,387.50
3	1	7	PBIS rewards		\$1,000.00
3	2	2	Reading Materials		\$8,602.50
3	2	3	Professional Development		\$1,000.00
4	1	4	Instructional materials/supplies		\$3,214.58
4	1	7	Part-Time Tutor		\$4,000.00
4	2	1	Personnel		\$91,010.42
4	2	3	Professional Development		\$1,000.00
<b>Sub-Total</b>					\$117,325.00
<b>Budgeted Fund Source Amount</b>					\$117,325.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Accelerated Reader		\$4,131.00
3	1	2	Teachers for targeted instruction camp		\$2,000.00
4	1	4	Teachers for targeted instructional camp		\$4,000.00
<b>Sub-Total</b>					\$10,131.00
<b>Budgeted Fund Source Amount</b>					\$10,131.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials		\$2,132.00
3	1	4	Think Up		\$686.00
3	2	2	Reading Materials		\$2,131.50
4	1	7	Part-Time Tutor		\$685.50

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$5,635.00
				<b>Budgeted Fund Source Amount</b>	\$5,635.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$133,091.00
				<b>Grand Total Spent</b>	\$133,091.00
				<b>+/- Difference</b>	\$0.00