

Campus Improvement Plan  
Don Carter Elementary School  
2020-2021



Carter Elementary School...

a safe and unique student-centered environment where meaningful relationships are promoted  
and well-rounded life-long learners are created through our  
engaging, intentional, and inclusive high-quality learning program.

Submitted for Board Approval October 2020

## Don Carter Elementary School Campus Improvement Plan Summary Sheet

<p>Goal 1: By May 2021, the percentage of students reading on or above grade level in grades K-2 will increase by 5% compared to the percentage of students reading on or above grade level in October, 2019 as measured by the end of year Next Steps to Guided Reading Assessment (NSGRA.)</p>	<p>Strategy 1: Provide professional learning opportunities for K – 2 teachers to improve Tier 1 instruction.</p>
	<p>Strategy 2: Provide intervention opportunities for identified students.</p>
<p>Goal 2: By the end of the 2020-2021 school year, the percentage of 4<sup>th</sup> grade students scoring meets on the Writing STAAR will increase by 10%, from 40% to 50%.</p>	<p>Strategy 1: Provide professional learning opportunities for K – 5 teachers to improve Tier 1 instruction.</p>
	<p>Strategy 2: Provide intervention opportunities for identified students.</p>

<p>Goal 3: By the end of the 2020-2021 school year, the percentage of ELL students scoring meets on the 2021 Science STAAR will increase by 6% from 44% to 50%.</p>	<p>Strategy 1: Provide professional learning opportunities for K – 5 teachers to improve Tier 1 instruction.</p>
	<p>Strategy 2: Provide hands on instructional opportunities with technology integration for identified students in the area of Science.</p>
<p>Goal 4: By the end of the 2020-2021 school year, the percentage of 3rd and 4th grade students scoring meets on the Reading STAAR assessment will increase from 62% to 65% in 3rd grade to a cumulative increase of 75% in 2024 and from 54% to 59% in 4th grade and a cumulative increase of 68% in 2024.</p>	<p>Strategy 1: Provide professional learning opportunities for K – 5 teachers to improve Tier 1 instruction.</p>
<p>Strategy 2: Provide intervention opportunities for identified students.</p>	

Goal 5: By the end of the 2020-2021 school year, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 71% to 74% with a cumulative increase of 84% by June 2024.

Strategy 1: Provide professional learning opportunities for K – 5 teachers to improve Tier 1 instruction.

Strategy 2: Provide intervention opportunities for identified students.

# Comprehensive Needs Assessment

## Data Sources Reviewed

Spring 2019 STAAR data	2020 4 <sup>th</sup> Writing Benchmark data	
2019 TELPAS	2020 MOY Next Steps to Guided Reading Assessment (NSGRA.)	
2019 EOY TPRI	EOY Campus Character Counts Survey	
2018-19 ADA Report	K-12 Climate Surveys	
2019 EOY Next Steps to Guided Reading Assessment (NSGRA.)		

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

## Early Childhood Literacy Campus Outcome Goal

**The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 62% to 75% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
62%	65%	69%	72%	75%

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	27%	52%	64%	**	89%	**	**	0%	59%	**	71%	67%	40%
2021	30%	55%	67%	**	92%	**	**	3%	62%	**	74%	70%	43%
2022	34%	59%	71%	**	96%	**	**	7%	66%	**	78%	74%	47%
2023	37%	62%	74%	**	99%	**	**	10%	69%	**	81%	77%	50%
2024	40%	65%	77%	**	99%	**	**	13%	72%	**	84%	80%	53%

## 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 71% to 84% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
71%	74%	78%	81%	84%

### 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	47%	65%	77%	**	84%	**	**	33%	71%	**	76%	72%	65%
2021	50%	68%	80%	**	87%	**	**	36%	74%	**	79%	75%	68%
2022	54%	72%	84%	**	91%	**	**	40%	78%	**	83%	79%	72%

2023	57%	75%	87%	**	94%	**	**	43%	81%	**	86%	82%	75%
2024	60%	78%	90%	**	97%	**	**	46%	84%	**	89%	85%	78%

## Teaching and Learning

### Identified Problems

### Proposed Strategies

#### *Student Achievement*

<p>25% of Kindergarten students are reading below grade level, as assessed using the Next Steps to Guided Reading Assessment (NSGRA.)</p>	<p>Meet quarterly to discuss at-risk students, MTSS, assessment data, instructional strategies, and intervention plans.</p> <p>Improve Tier 1 instruction, implementing best practices and high yield strategies.</p> <p>Ensure curriculum alignment by the facilitation of weekly grade level planning.</p> <p>Coyote Time, our schoolwide intervention and enrichment time, will occur daily in all classrooms.</p>
<p>16% of First grade students are reading below grade level, as assessed using the Next Steps to Guided Reading Assessment (NSGRA.)</p>	
<p>19% of Second grade students are reading below grade level, as assessed using the Next Steps to Guided Reading Assessment (NSGRA.)</p>	
<p>58% of 3rd grade students scored in the meets category on the 2019 Reading STAAR assessment</p>	
<p>54% of 4th grade students scored in the meets category on the 2019 Reading STAAR assessment</p>	
<p>40% of 4th grade students scored in the meets category on the 2019 Writing STAAR assessment</p>	
<p>44% of ELL students in 5th grade scored in the meets category on the 2019 Science STAAR assessment</p>	



33% of Special Education students in grades 3-5 met the standard on the 2019 Math STAAR assessment	Classroom teachers and special education teachers will plan collaboratively to ensure student success.
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*At-Risk Student Services / Drop-Out Prevention*

Growth of at-risk students: English Language Learners (ELLs)	Monitor at-risk students, ELLs, special education students, educationally and economically disadvantaged students at quarterly PLCs to ensure growth on district and state assessments.
Growth of at-risk students: Special education students	
Growth of at-risk students: Economically Disadvantaged students	
Growth of at-risk students: Educationally disadvantaged students	

*College, Career, and Military Readiness*

K-2 students reading on or above level as demonstrated on the Next Steps to Guided Reading Assessment (NSGRA.)	<p>Meet quarterly to discuss at-risk students, MTSS, assessment data, instructional strategies, and intervention plans.</p> <p>Improve Tier 1 instruction, implementing best practices and high yield strategies.</p> <p>Ensure curriculum alignment by the facilitation of weekly grade level planning.</p> <p>Coyote Time, our schoolwide intervention and enrichment time, will occur daily in all classrooms.</p>
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<p>Achievement rates of students in grades 3-5 on the STAAR assessment in the meets category</p>	<p>Meet quarterly to discuss at-risk students, MTSS, assessment data, instructional strategies, and intervention plans.</p> <p>Improve Tier 1 instruction, implementing best practices and high yield strategies. Ensure curriculum alignment by the facilitation of weekly grade level planning.</p> <p>Coyote Time, our schoolwide intervention and enrichment time, will occur daily in all classrooms.</p>
<p>Achievement rates of students in grades 3-5 on the STAAR assessment in the masters category</p>	<p>Meet quarterly to discuss at-risk students, MTSS, assessment data, instructional strategies, and intervention plans.</p> <p>Improve Tier 1 instruction, implementing best practices and high yield strategies.</p> <p>Ensure curriculum alignment by the facilitation of weekly grade level planning.</p> <p>Coyote Time, our schoolwide intervention and enrichment time, will occur daily in all in person and virtual classrooms.</p>

## School Culture, Climate, and Leadership Effectiveness

### Identified Problems

### Proposed Strategies

<p>Character Counts implementation</p>	<p>Campus Counselor will deliver Character Counts lessons to each grade level once a month, virtually and in the classroom.</p> <p>Campus Counselor will include a Character Counts newsletter monthly in parent communication</p> <p>Campus Counselor will serve on a committee that organizes up to three efforts that highlight the Character Counts pillars and students who demonstrate these traits.</p> <p>Staff will embed Character Counts vocabulary into classroom social contract, social interactions and student feedback.</p> <p>Ron Clark Houses – connect the essential 6 with Character Counts pillars and use class dojo to award students house points for demonstrating these characteristics</p>
<p>Teacher Leadership Opportunities</p>	<p>Administrators will identify teacher leaders for various leadership opportunities such as LCISD Ambassadors, Team Leaders, district curriculum liaisons, and district committees/events.</p>

Student Leadership Opportunities	Student leadership opportunities will be provided through our Student Council, House leaders, district-related student committees such as the Superintendent’s Council, and campus clubs, as permitted.
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## Teacher Quality and Retention

### Identified Problems

### Proposed Strategies

Rapid Growth in our area	<p>Make retention of current staff a priority.</p> <p>Host student teachers and observers to participate in required teaching practicums on our campus.</p>
Highly qualified staff with preferred certifications	<p>Carter administration will administer a questionnaire and conduct feedback conferences with each new staff member and other staff members (by appointment) including paraprofessionals, teachers, and instructional coaches.</p> <p>Campus and district mentors will be assigned to new teachers.</p>
Campus climate, culture, and morale	<p>Teacher and support staff of the month will be displayed and announced in faculty meetings by Zoom and in our staff newsletter.</p> <p>Birthday acknowledgment and jeans passes will be given out at every monthly staff meeting and announced on our morning announcements.</p> <p>Work with the PTO to plan seasonal activities and incentives throughout the school year including breakfast, luncheons, stock the pantry, monthly treats, teacher</p>

	appreciation week and the end of the school year celebration
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## Community and Student Engagement

Identified Problems

Proposed Strategies

<p>Parent Involvement</p>	<p>Carter ES has a PTO that helps plan events for our families to attend and works towards common goals such as fundraising for the success of Carter students, Truck or Treat and various Coyote parades through neighborhoods.</p> <p>Carter ES has an active Dads on Duty group who help with morning and afternoon duties and provides coverage at big school events, as permitted due to COVID-19</p> <p>Carter ES has an active group of volunteers who work in various high need areas at our school including the library and the work room, as permitted due to COVID-19</p> <p>(Due to COVID 19, in-person volunteers will tentatively start second semester/2021)</p>
<p>Communication</p>	<p>Our communication methods include The Howl (our parent newsletter, The Coyote Chronicle (our staff newsletter,) Skylert notifications (emails and phone calls,) our campus website, and social media platforms: Facebook and Twitter</p> <p>Canvas is utilized to house and send weekly grade level newsletters to parents detailing upcoming events, important dates, and instructional concepts to be covered for the upcoming week such as spelling, vocabulary, and</p>

	instructional tools/websites, for virtual and face-to-face (F2F).
Community engagement and events	Host community engagement events such as STREAM Night, Spirit Nights at area establishments, Field Day (as permitted,) virtual book fairs, musical programs, and breakfast/lunch opportunities with family members/loved ones, as permitted. (Due to COVID 19, some or all of these events may be held virtually)

## Goal 1

<b>Goal Statement:</b> By May 2020, the percentage of students reading on or above grade level in grades K-2 will increase by 5% compared to the percentage of students reading on or above grade level in October, 2019 as measured by the end of year Next Steps to Guided Reading Assessment (NSGRA.)	<b>CNA Focus Area(s):</b> <b>Student Achievement</b> <b>At-Risk Students including ELL students and Special Education students</b>
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**Strategy:** Provide professional learning opportunities for K – 2 teachers to improve Tier 1 instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
K-2 Teachers will attend weekly planning meetings with the Literacy Coach to ensure Guided Reading strategies are delivered consistently both for F2F and virtual learners.		Principal, Literacy Coach, Teachers	September-June	Word Work manuals \$600  Flocabulary \$2,500	Lesson Plans
Teacher will utilize professional literature such as the Next Steps in Guided Reading Assessment by Jan Richardson to strengthen their Guided Reading/station blocks, virtually and F2F.		Principal, Literacy Coach, Teachers	September-June	Guided Reading materials/supplies \$250	Lesson Plans

Teachers will continue to focus on classroom discussions with a concentration on questioning, integration of sentence stems and use of content vocabulary.		Principal, Literacy Coach, Teachers	September - June	None	Walkthroughs by Administrators
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**Strategy:** Provide intervention opportunities for identified students.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
All K-2 Reading classrooms will implement Guided Reading, virtually and F2F.		Principal, Literacy Coach, Teachers	September-June	None	GRA Walkthroughs by Administrators
All K-2 students will use the iRead software components to practice and deepen their understanding in phonics, phonemic awareness, fluency and comprehension in both virtual and F2F learning		Principal, Literacy Coach, Teachers	September-June	iRead Software	Common and Formative Assessments
K-2 students will use iRead literacy materials and guided reading books (digital and print) in small groups virtually and F2F.		Principal, Literacy Coach, Teachers	September-June	iRead literacy materials Guided Reading materials	Common and Formative Assessments
Students reading below grade level will be assigned a Raz Kids account to access during school hours and at home for extra reading support and comprehension practice, virtually and F2F.		Principal, Literacy Coach, Teachers	September-June	Raz Kids \$1,700	Common and Formative Assessments
Teachers will attend quarterly PLC meetings to discuss student performance and review assessment data, intervention		Principal, Literacy Coach, Teachers	September-June	None	Common and Formative Assessments

plans and enrichment opportunities.					
Intervention opportunities for students receiving special education will be targeted during Coyote Time and school tutorials, resulting in a 5% decrease in failures in special education.		Principal, Special Education teachers, Instructional Coaches and Teachers	September – June	None	Common and Formative Assessments iReady diagnostic reports, Report Card
The Literacy Coach and Tutor will provide supplemental instruction and Tier 3 support and timely interventions to address the needs of at-risk students using research based materials, virtually and F2F.		Principal, Assistant Principal	September-June	State Compensatory education \$12,228.75 FTE's assigned to campus = .25  Tutor \$4385: \$2,385 State Comp Ed funds \$2,000 Tutor General Funds  At- Risk Reading Materials and Supplies \$500	MTSS Data-Coyote Watch meetings
Identified at-risk students in grades 2 will use iReady, an intervention computer software that will personalize learning and monitor progress		Principal, Math Coach, Teachers	October – June	iReady software \$5000	iReady diagnostic reports, Common and Formative Assessments

## Goal 2

<p><b>Goal Statement:</b> By the end of the 2020-2021 school year, the percentage of 4<sup>th</sup> grade students scoring meets on the Writing STAAR will increase by 10%, from 40% to 50%.</p>	<p><b>CNA Focus Area(s):</b>  <b>Student Achievement</b>  <b>At-Risk Students including ELL students and Special Education students</b></p>
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**Strategy:** Provide professional learning opportunities for K – 5 teachers to improve Tier 1 instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will attend weekly planning meetings with the Literacy Coach to ensure components of Writer's Workshop are delivered consistently.		Principal, Literacy Coach, Teachers	Weekly	None	Common and Formative Assessments
Teachers will participate in a Guided Writing study using <i>Next Steps to Guided Reading</i> by Jan Richardson		Principal, Literacy Coach, Teachers	2 <sup>nd</sup> 9 weeks	<i>Next Steps to Guided Reading</i> by Jan Richardson	Common and Formative Assessments
Using 2020 Benchmark Writing samples and 9 weeks assessment data, 4 <sup>th</sup> grade teachers will receive in house professional development where they will identify patterns, create plans for strengthening Tier 1 instruction in areas of needs and develop intervention plans.		Principal, Literacy Coach, Teachers	1 <sup>st</sup> 9 weeks	None	Common and Formative Assessments

**Strategy:** Provide intervention opportunities for identified students.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
A consistent and effective program of Balanced Literacy and Writer's Workshop strategies using updated writing		Principal, Literacy Coach, Teachers	September-June	Writing Supplies/Materials - \$500	Common and Formative Assessments

materials will be incorporated in all 4 <sup>th</sup> grade classes, virtually and F2F.					
The Scholastic News resource will be utilized to engage and enhance ELAR lessons in grades 4 & 5		Principal, Literacy Coach, Teachers	September-June	Scholastic News - \$1,800	Common and Formative Assessments
Students will engage in structured ELAR activities, QSSSR, Talk Read Talk Write, interactive journals and Window Writing, virtually and F2F.		Principal, ESL Coach, Literacy Coach, Teachers	September-June	ESL Supplies and Materials \$500	Common and Formative Assessments
Students in 4 <sup>th</sup> grade will participate in Camp Write Along, a 3 days interactive writing strategy experience, virtually or F2F.		Principal, Literacy Coach, 4th Grade Teachers	March 2021	None	Common and Formative Assessments
Teachers will attend quarterly PLC meetings to discuss student performance and review assessment data, create intervention plans and enrichment opportunities for students.		Principal, Literacy Coach, Teachers	September-June	None	Common and Formative Assessments
Intervention opportunities for students receiving special education will be targeted during Coyote Time and school tutorials, resulting in a 5% decrease in failures in special education.		Principal, Special Education teachers, Instructional Coaches and Teachers	September – June	None	Common and Formative Assessments iReady diagnostic reports, Report Card
The Literacy Coach and Tutor will provide supplemental instruction and Tier 3 support and timely interventions to address the needs of at-risk students using research-based materials, virtually or F2F.		Principal, Literacy Coach, Teachers	September-June	State Compensatory education \$12,228.75 FTE's assigned to campus = .25  Tutor \$4385: \$2,385 State Comp Ed funds	MTTS Data, Coyote Watch Meetings Common and Formative Assessments

				\$2,000 Tutor General Funds At Risk Supplies and Materials - \$500	
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### Goal 3

<b>Goal Statement:</b> By the end of the 2020-2021 school year, the percentage of ELL students scoring meets on the 2019 Science STAAR will increase by 6% from 44% to 50%.	<b>CNA Focus Area(s):</b> <b>Student Achievement</b> <b>At-Risk Students including ELL students and Special Education students</b>
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**Strategy:** Provide professional learning opportunities for K – 5 teachers to improve Tier 1 instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Identified Science teachers will attend the Conference for the Advancement of Science Teaching (CAST) and share learning with other Science teachers during high quality professional development sessions on campus.		Principal, Math/Science Coach, Teachers	November	None	Common and Formative Assessments
Science teachers will attend weekly planning meetings with the Math/Science Coach		Principal, Math/Science Coach, Teachers	Weekly	None	Lesson Plans
Science teachers will attend quarterly PLC meetings to discuss student performance and review assessment data, as		Principal, Math/Science Coach, Teachers	September-June	None	Common and Formative Assessments

well as create intervention plans and enrichment opportunities.					
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**Strategy:** Provide hands on instructional opportunities with technology integration for identified students in the area of Science.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Students will conduct hands on science experiences in the classroom utilizing science lab materials, digital microscopes and/or Ipads, virtually and F2F.		Principal, Math/Sci Coach, Teachers	September-June	Science Materials and Supplies \$500	Common and Formative Assessments
Students in K-5 will use Flocabulary for vocabulary support and enrichment as well as Stemscoptes and BrainPop softwares in investigations and hands on experiences, virtually and F2F.		Principal, Math/Sci Coach, Teachers	September-June	Flocabulary \$2,500	Common and Formative Assessments
Intervention opportunities for students receiving special education will be targeted during Coyote Time and school tutorials, resulting in a 5% decrease in failures in special education.		Principal, Special Education teachers, Instructional Coaches and Teachers	September - June	None	Common and Formative Assessments iReady diagnostic reports, Report Card

## Goal 4

**Goal Statement:** By the end of the 2020-2021 school year, the percentage of 3rd and 4th grade students scoring meets on the Reading STAAR assessment will increase from 62% to 65% in 3<sup>rd</sup> grade to a cumulative increase of 75% in 2024 and from 54% to 59% in 4<sup>th</sup> grade and a cumulative increase of 68% in 2024.

**CNA Focus Area(s):**  
**Student Achievement**  
**At-Risk Students including ELL students and**  
**Special Education students**

**Strategy:** Provide professional learning opportunities for K – 5 teachers to improve Tier 1 instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will plan weekly with the Literacy Coach to ensure that appropriate teaching and learning strategies are being implemented within the balanced literacy framework		Principal, Literacy Coach, Teachers	September-June	None	Lesson Plans
Teachers will utilize <i>Next Steps in Word Study</i> by Jan Richardson to guide their small group phonics and word work sessions.		Principal, Literacy Coach, 4th Grade Teachers	October - June	<i>Next Steps in Word Study</i> by Jan Richardson	Lesson Plans

**Strategy:** Provide intervention opportunities for identified students.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will attend quarterly PLC meetings to discuss student performance and review assessment data, intervention plans and enrichment opportunities for students, driving the student groups and the material used during Coyote Time, our daily school wide morning intervention period.		Principal, Literacy Coach, Teachers	September-June	None	Common and Formative Assessments
Students in grades 3-5 will receive a consistent and effective program of reading strategies using updated reading materials that include components of balanced literacy and reader's workshop during small group time.		Principal, Literacy Coach, Teachers	September-June	Reading Materials/Supplies \$500	Common and Formative Assessments
Research based STAAR resources and materials will be used by at-risk students in grades 3-5 during Tier 3 intervention with the Literacy Coach and Tutor, via zoom or F2F.		Principal, Literacy Coach, Teachers	September-June	State Compensatory education: \$12,228.75 FTE's assigned to campus = .25  Tutor \$4385: \$2,385 State Comp Ed funds \$2,000 Tutor General Funds  Reading Materials/Supplies \$500	Benchmark and STAAR assessments
Intervention opportunities for students receiving special education will be targeted during Coyote Time and school tutorials, resulting in a 5%		Principal, Special Education teachers, Instructional Coaches and Teachers	September – June	None	Common and Formative Assessments iReady diagnostic reports, Report Card

decrease in failures in special education.					
Identified at-risk students in grades 2-5 will use iReady, an intervention computer software that will personalize learning and monitor progress		Principal, Math Coach, Teachers	October – June	iReady Software \$5,000	iReady diagnostic reports, Common and Formative Assessments

## Goal 5

<b>Goal Statement:</b> By the end of the 2020-2021 school year, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 71% to 74% with a cumulative increase of 84% by June 2024.	<b>CNA Focus Area(s):</b> <b>Student Achievement</b> <b>At-Risk Students including ELL students and Special Education students</b>
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**Strategy:** Provide professional learning opportunities for K – 5 teachers to improve Tier 1 instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Math Coach will train new teachers on short answer responses (SARs.) This will include modeling, explaining, solving and scoring using the district rubric		Math Coach, Teachers	October	None	Common and Formative Assessments
Math teachers will attend district trainings and campus mini trainings on Guided Math. The focus will be on mini lessons, small groups, fact fluency,		Principals, Math Coach, Teachers	September - January	None	Common and Formative Assessments

problem solving and independent work.					
Teachers in grade 3-5 will plan weekly with the Math Coach to ensure that appropriate teaching and learning strategies are being implemented.		Principal, Math Coach, Teachers	September-June	None	Common and Formative Assessments

**Strategy:** Provide intervention opportunities for identified students.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will attend quarterly PLC meetings to discuss student performance and review assessment data, intervention plans and enrichment opportunities for students, driving the student groups and the material used during Coyote Time, our daily school wide morning intervention period.		Principal, Math Coach, Teachers	September-June	None	Lesson Plans
The Math Coach and Tutor will provide supplemental instruction and Tier 3 support and timely interventions using research-based materials to address the needs of at-risk students, virtually or F2F.		Principal, Assistant principal	September-June	State compensatory education: \$36,686.25 FTE's assigned to campus = .50 Tutor \$4385: \$2,385 State Comp Ed funds \$2,000 Tutor General Funds	MTSS Data-Coyote Watch meetings  Common and Formative Assessments: At-Risk student scores will increase by 10% on STAAR



				Supplies and Materials \$500	
Students will use Dreambox, a math computer software, in grades K-5, (virtually & F2F).		Principal, Math Coach, Teachers	September-June	Dreambox Software \$6,800	Common and Formative Assessments
Intervention opportunities for students receiving special education will be targeted during Coyote Time and school tutorials, resulting in a 5% decrease in failures in special education.		Principal, Special Education teachers, Instructional Coaches and Teachers	September - June	None	Common and Formative Assessments  iReady diagnostic reports, Report Card
Identified at-risk students in grades 2-5 will use iReady, an intervention computer software that will personalize learning and monitor progress		Principal, Math Coach, Teachers	October – June	iReady Software \$5,000	iReady diagnostic reports, Common and Formative Assessments

## Financial Summary

Funding Source	Total Amount
State Compensatory Education	\$8,481
ESL/Bilingual Allocation	\$3,132

## State Compensatory Education

Position	FTEs Funded by Compensatory Education	Total Amount Base Salary
Literacy Coach - Rachel Merkt	.25	\$17,525.00
Math Facilitator – Crystel Ware	.5	\$32,425.00
Pre K Teacher – Jessica De La Rosa	1.0	\$59,600.00
Pre K Teacher – Open Position	1.0	\$59,600.00
Pre K Paraprofessional – Maria Madrigal	1.0	\$17,533.12
Pre K Paraprofessional – Open Position	1.0	\$17,533.12

## SBDMC Members

Name	Position
Henva Medlow	Principal
Leann Imrie	Assistant Principal
Janet Cantu	Kindergarten Teacher
Blanca Tamez	First Grade Teacher
Samantha Keller	Third Grade Teacher
Adriana Durham	Fourth Grade Teacher
Torrey Castaneda	Fifth Grade Teacher
Stefanie Stanley	Special Education
Tracy Walton	Librarian
Juanita Velasquez	CORE
Lynn Welch	Parent
Jennifer Colligan	Parent
Jimn Kyles	Community, Anchor Bend Church
Sharon Rios	Community, MedExpress Urgent Care

# 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.

Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)