

Lamar Consolidated Independent School District

Culver Elementary

2022-2023 Campus Improvement Plan



Mission Statement

At Culver Elementary our mission is to create a safe and enriching environment that inspires, empowers, and cultivates curious learners.

Vision

The Vision of Culver Elementary is to provide a learning environment that will inspire, empower, and cultivate the curiosity of all students, while preparing them to become life-long learners and productive members of society.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 4
- School Processes & Programs 8
- Perceptions 10
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
- Goal 1: By June 2023, 80% of students in grades PreK-2nd grade will be performing on grade level as indicated on the GRA (Reading) and MAP Assessment (Math). 15
- Goal 2: By June 2023, students in grades 3rd-5th will increase students meeting and mastering grade levels by 10% in each category in the area of math and reading as measured by the Math and Reading STAAR assessment. 17
- Goal 3: By June 2023, students in grades 5th will increase students meeting and mastering grade levels by 10% in each category in the area of math as measured by the Science STAAR assessment. 20
- Goal 4: By June 2023, 100% of staff will implement PBIS strategies to decrease student referrals and increase student engagement. 21
- Goal 5: By June 2023, Culver will provide various opportunities for families to engage with staff and the community to improve student outcomes in pursuit of a well-rounded education. 25
- State Compensatory 27
- Budget for Culver Elementary 28
- Personnel for Culver Elementary 28
- Campus Funding Summary 28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Culver Elementary is one of 45 Campuses in Lamar Consolidated Independent School District. Culver Elementary opened its doors in 2019. Culver serves 1003 students in Early Childhood through 5th grade. The campus combines self-contained teaching in Early Childhood through 2nd and departmentalized instruction in 3-5.

The student population is 60.93% Hispanic Latino, 22.19% Black/African American, 11.15% White, 3.57% Asian, and Two or More Races 2.16%.

50.32 percent of the students are male, and 49.68 percent are female, with 62.45 percent of the student population designated as economically disadvantaged.

The average daily attendance rate for students is 94.54%. There are 139 total discipline referrals for the 2021-2022 school year.

Culver Elementary serves 22.7% of Emergent Bilingual students, 15.5% of students in Special Education, 5.7% in the gifted and talented program and 22.6% identified for 504 services, and 22 students retained.

Demographics Strengths

Culver has 38 total discipline referrals as of May 26th.

----% of the staff represent the diversity

-----% of the staff is retained from the previous year.

---- of the staff are ESL certified

The staff attendance rate is ----

The ADA rate for students is ----%.

Student Learning

Student Learning Summary

Subpopulations	Percentage of Students Approaching:								
	Reading			Math			Science		
All	3rd - 79%	4th - 85%	5th - 87%	3rd - 79%	4th - 80%	5th - 86%	5th - 75%		
Hispanic	3rd - 76%	4th - 89%	5th - 85%	3rd - 80%	4th - 80%	5th - 92%	5th - 73%		
Asian	3rd - 63%	4th - 67%	5th - 100%	3rd - 75%	4th - 67%	5th - 100%	5th - 100%		
African American	3rd - 92%	4th - 83%	5th - 92%	3rd - 86%	4th - 80%	5th - 79%	5th - 74%		
White	3rd - 80%	4th - 77%	5th - 82%	3rd - 71%	4th - 85%	5th - 89%	5th - 82%		
Two or More Races	3rd - N/A	4th - 80%	5th - 100%	3rd - N/A	4th - 80%	5th - 100%	5th - 100%		
Eco Dis	3rd - 78%	4th - 86%	5th - 92%	3rd - 78%	4th - 74%	5th - 89%	5th - 71%		
SPED	3rd - 41%	4th - 67%	5th - 73%	3rd - 44%	4th - 52%	5th - 67%	5th - 32%		
EB	3rd - 56%	4th - 96%	5th - 88%	3rd - 70%	4th - 82%	5th - 95%	5th - 73%		

Curriculum, Instruction, and Assessment Needs	
Identified Needs	Priorities Based on Identified Needs
There is a need to provide training on desegregating data, consistently identify trends in student learning, and plan actionable steps to address curriculum gaps throughout the year continuously.	Use Eduphoria and MAP data to analyze student performance on curriculum checkpoints, common assessments, benchmarks, and STAAR. Data and LEAD4Ward resources will guide instruction and increase student achievement.
Assessment data indicate the continued need to refine curriculum/instruction/assessment alignment in grades 3-5, focusing on the SPED subpopulation.	Major assessments in grades 3-5 in all content areas will be shared and reviewed by SPED teachers before testing to assist in setting goals for planning instruction that impacts student achievement.

K-2 Reading: Students met or exceeded the EOY GRA expectations:

Grade	Met or exceeded
Kinder	58%
First	62%
Second	76%

Priorities Based on Identified Needs

1. Provide consistent, high-quality development and support to the K-2 Reading teachers on the Next Steps to Guided Reading model to ensure a consistent teaching method is used vertically.
2. Provide Dyslexia Intervention for students who qualify.
3. Continue to use prescriptive phonics and phonemic awareness-based programs for all students K-2.
4. Provide tutorials for students who are reading below grade level.

Priorities Based on Identified Needs

1. Provide High-Quality professional development to teachers modeling Math Talks and number fluency to increase student achievement.
2. Ensure teachers use concrete, pictorial, and abstract models to build students' understanding of math skills.
3. Ensure teachers identify learning outcomes during planning before lesson execution to establish expectations for student learning and success.
4. Provide tutorials for students who are performing below grade level.

K-2 Math Screener Data –
(MAP/CLI Engage)

Grade	Met or exceeded
Kinder	63%
First	72%
Second	54%

All Students – STAAR

Math

Year	Approaches	Meets	Masters
3 rd grade 2022	79	53	19
4 th grade 2022	80	46	23
5 th Grade 2022	86	59	28

Reading

Year	Approaches	Meets	Masters
3 rd grade 2022	79	56	33
4 th grade 2022	85	58	32
5 th Grade 2022	89	64	43

Reading: When reviewing the 2022 STAAR data for **3rd grade** reading in 3.9D, Recognize the characteristics and structures of informational text. Culver Elementary met the standard at a rate of **83%**. The particular education sub-population met the standard at a rate of **58%** in the same area. The learning gap between these two subpopulations is **25%**.

When reviewing the 2021 STAAR data for **4th grade** reading in 4.10, The student analyzes and applies the author's craft purposefully to develop his or her products and performances. Culver Elementary met the standard at a rate of **77%**. The special education sub-population met the standard at a rate of **38%** in the same area. The learning gap between these subpopulations is **39%**.

When reviewing the 2021 STAAR data for **5th grade** reading in 5.7C, Use text evidence to support an appropriate response. Culver Elementary met the standard at a rate of **87%**. The special education sub-population met the standard at a rate of **58%** in the same area. The learning gap between these two subpopulations is **29%**.

Math: When reviewing the 2021 STAAR data for **3rd-grade** math in the area of 3.9 Personal financial literacy. The student applies mathematical process standards to effectively manage one's financial resources for lifetime financial security. Culver Elementary met the standard at a rate of **66%**. The special education sub-population met the standard at a rate of **22%** in the same area. The learning gap between these two subpopulations is **44%**.

When reviewing the 2021 STAAR data for **4th-grade** math in the area of 4.2 Numbers and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. Culver Elementary met the standard at a rate of **74%**. The special education sub-population met the standard at a rate of **23%** in the same area. The learning gap between these two subpopulations is **51%**.

When reviewing the 2021 STAAR data for **5th-grade** math in the area of 5.2 Numbers and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships related to place value. Culver Elementary met standards at a rate of **99%**. The special education sub-population met the standard at a rate of **92%** in the same area. The learning gap between these two subpopulations is **7%**.

Student Learning Strengths

Culver Elementary students maintained a 97.6% attendance rate during the 2021-2022 school year.

Culver students showed strengths in the area of Reading, as evidenced by the following data:

3rd Grade quartile 2 for mastery with a score of 34.

4th Grade quartile 1 for mastery with a score of 34.

5th Grade quartile 1 for mastery with a score of 41.

Culver students showed strengths in the area of Math as evidenced by the following data:

Culver Elementary scored in the first quartile for accelerated progress in Math.

3rd Grade quartile 2 for mastery with a score of 23.

4th Grade quartile 2 for mastery with a score of 25.

5th Grade quartile 1 for mastery with a score of 38.

Culver students showed strengths in the area of Science as evidenced by the following data:

5th Grade quartile 2 for mastery with a score of 20.

Culver Elementary scored in the top 25% for comparative academic growth with a raw score of 84.

Culver Elementary scored in the top 25% for closing the gaps with a raw score of 99.

The campus earned distinctions in Math, Postsecondary Readiness, and Comparative Closing the Gaps.

School Processes & Programs

School Processes & Programs Summary

Our State Compensatory Program (SCE) consists of a Literacy Coach (provides training to teachers in best practices for reading/writing, provides intervention for at-risk students), a Math Coach (provides training to teachers for best practices in mathematics, provides intervention for at-risk students), five Pre-Kindergarten paraprofessionals (offer direct services to at-risk students through support in the pre-kindergarten classroom), five Pre-Kindergarten teachers (Provide direct instruction to At-Risk Pre-Kindergarten students who meet the eligibility criteria to increase early childhood outcomes using the identified ten domains of Pre-Kindergarten that are meant to increase language development and literacy), a Reading Tutor (provides tutorials during the day for students who are identified At-Risk in grades 3-5 who may not meet grade level on STAAR). The program includes Cheetah Time (before school tutorials), Cheetah Power Hour (after-school tutorials), and accelerated learning for K-2 students performing below grade level and 3-5 students in jeopardy of failing reading/math/science STAAR. The SCE program includes purchasing supplemental materials that increase content area literacy, math, and tutorial materials that prepare students for academic achievement and success on state assessments.

Our Title III(Bilingual/ESL) consists of a Summer Language Academy for Bilingual/ESL students to front-load content area academic vocabulary for students to increase English Language Proficiency, Reading Academy for EB teachers provided by a consultant, supplemental materials aimed at improving content area literacy and language proficiency, computer-based programs for students, before school tutorials for ESL students aimed at increasing language proficiency and outcomes on TELPAS and STAAR.

Curriculum, Instruction, and Assessment

- Culver uses common assessments to help teachers differentiate and meet students' needs on objectives.
- Culver uses Lead4ward Field Guides and District Roadmaps for planning to ensure teacher lessons are aligned with the level of rigor of the TEKS.
- Culver uses PLCs at the end of each 4 ½ and 9-week assessment to analyze student data and plan for gaps in instruction.
- Culver implements sheltered-instruction strategies to address the needs of the EB student population.

Staff Quality, Recruitment, and Retention

- All Culver teaching staff have the required state certification for their respective teaching positions.
- Culver strives to recruit the most qualified educator for all positions. They are retained through consistent administrative support, a positive school culture, coaching, and high-quality professional development.
- 89% of teachers currently hold an ESL Certification.

Identified Needs

There is a need to increase the number of ESL Certified teachers to 100%.

There is a need to hire an additional assistant principal and cafeteria monitor.

Priorities Based on Identified Needs

1. Recruit highly qualified teachers and paraprofessionals.
2. Teachers who are not ESL certified will participate in the ESL Cohort, facilitated by ALP to prepare them for the examination.
3. Provide continuous contact and high-quality professional development to support all teachers.

Identified Needs

Retain effective teachers and provide high-quality professional development. This year we retained 89% of the staff from the previous year.

Continue to hire highly qualified teachers, paraprofessionals, and supplemental staff.

There is a need to hire an Academic Facilitator to assist K-5 students who are in jeopardy of failing. Early intervention will increase academic achievement.

Priorities Based on Identified Needs

1. Ensure new teachers are supported by highly qualified campus and district mentors.
2. Administrators meet monthly with new Culver teachers and provide them with consistent support.

School Organization

- As a campus, we are utilizing every part of the instructional day to increase student achievement by planning instruction that uses highly effective strategies and by extending the school day to include Cheetah Time and Cheetah Power Hour.
- Students can participate in extracurricular activities including, but not limited to: Morning Book Club, Library Helpers, Safety Patrol, House Leaders, Science Olympiad, UIL, Art Club, and Choir.

Identified Needs	Priorities Based on Identified Needs
Regular, consistent time for collaboration utilizing the Solution Tree PLC model.	1. Train staff using the Solution Tree model of PLC.
There is a need to provide students with researched-based interventions.	1. Provide staff training on effective MTSS strategies, implementation, and good documentation sources such as SuccessEd.

Technology

- Students in grades 1-5th have the basic knowledge needed to utilize the internet and databases for research.
- Students have access to at least four iPads and three laptops per classroom. Students also have access to iPads in the media center. Teachers who have participated in Interact have more devices available to them.
- There is at least one computer in each classroom. The school has six laptop carts with 30 computers in each coach and a computer lab with 25 desktop computers for students to access technology in the classroom.

Identified Needs	Priorities Based on Identified Needs
Culver needs to continue to expand learning opportunities to students as technology evolves and grows.	1. Submit LEAF grants in hopes of acquiring innovative and cutting-edge technology.
Culver will continue to increase the number of technology devices the students can use in class.	1. Utilize the school budget to purchase technology to integrate into daily instructional practices.
Partner with newly organized PTO/PTA to provide students with additional technology applications and devices.	
Provide teachers with high-quality professional development on strategies for integrating technology into lessons.	

Perceptions

Perceptions Summary

Perceptions Summary:

School Culture and Climate

The Culver staff have implemented the Ron Clark house system to build positive relationships and community among staff, students, and parents.

The Culver staff will use PBIS to support a positive and safe school environment.

Culver is a No Place for Hate Campus.

Culver students receive Character Counts as a social and emotional learning curriculum.

Identified Needs - The 2021-2022 campus climate survey indicates that staff, students, and parents feel there is a need to improve communication amongst all stakeholders.

Priorities based on identified needs:

1. Create a warm and welcoming environment for parents, staff, and students.
2. Teachers will provide parents with weekly communications updates via canvas.
3. Parents will receive instructional support to facilitate Skyward access for monitoring student grades.
4. Administrators will provide parents with updates through our multiple social media sources.
5. Parents will receive a monthly calendar, parent newsletter, and conduct calendar.

Perceptions Strengths

Perceptions Strengths

Family and Community Involvement

Culver Elementary dads are involved and often volunteer as Watch DOGS, Dads of Great Students, to support teachers, staff, and students.

Culver parents volunteer often and provide supports for the campus.

Culver utilized Terry High School Pals and Friends of Culver to increase students' educational opportunities for support for social and emotional well being.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure 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



Goals








Goal 1: By June 2023, 80% of students in grades PreK-2nd grade will be performing on grade level as indicated on the GRA (Reading) and MAP Assessment (Math).

Performance Objective 1: Ensure all PreK through 2nd-grade content area teachers receive resources and professional development on high-quality Tier I Instruction in the area of Reading.

High Priority









HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct consistent PLC meetings for teachers to analyze what students know are able to do, and what next steps should be implemented in the learning cycle.</p> <p>Strategy's Expected Result/Impact: Teachers will become more aware of where their students are performing and begin to create more meaningful small groups and intervention groups.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will utilize Title 1 funds to hire an outside tutor to assist with students needing reading intervention in grades 1st and 2nd.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutor for reading - 211 Title I, Part A - \$44,000</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The administration will complete a total of 20 classroom walk through each week in order to provide specific and timely feedback to teachers and their instruction.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Culver Elementary will purchase A to Z Learning for students in 1st and 2nd grade as supplemental reading materials in guided reading.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,000</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Culver Elementary will purchase an additional guided reading text for teachers to utilize in small groups, interventions, and homework.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$11,750</p>	Formative		
	Nov	Feb	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 1: By June 2023, 80% of students in grades PreK-2nd grade will be performing on grade level as indicated on the GRA (Reading) and MAP Assessment (Math).




Performance Objective 2: Teachers will align written, taught, and assessed curriculum to both district and state standards by engaging in data-driven discussions during their PLC meetings.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a master schedule where teachers meet every seven days from 7:15-8:00 to analyze data and develop lessons.</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will engage in the impact team protocol in order to establish what students know, what misconceptions are in their learning, what we do if they are not learning, and what we do if they are learning the intended lesson.</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By June 2023, students in grades 3rd-5th will increase students meeting and mastering grade levels by 10% in each category in the area of math and reading as measured by the Math and Reading STAAR assessment.

Performance Objective 1: Ensure all 3rd through 5th-grade content area teachers receive resources and professional development on high-quality Tier I Instruction in the area of Math and Reading.








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct consistent PLC meetings for teachers to analyze what students know are able to do, and what next steps should be implemented in the learning cycle.</p> <p>Strategy's Expected Result/Impact: Teachers will become more aware of where their students are performing and begin to create more meaningful small groups and intervention groups.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will utilize Title 1 funds to hire an outside tutor to assist with students needing reading intervention in grades 3rd and 4th.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutor for reading - 211 Title I, Part A - \$22,000</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The administration will complete a total of 20 classroom walk through each week in order to provide specific and timely feedback to teachers and their instruction.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Culver Elementary will purchase A to Z Learning for students in 3rd-5th grade as supplemental reading materials in guided reading.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,000</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Culver Elementary will purchase Sirius Online to help students understand and manipulate the new STAAR questioning types.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$9,000</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Culver Elementary will purchase an additional guided reading text for teachers to utilize in small groups, interventions, and homework.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$11,750</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will engage in monthly Vertical Planning meetings in math and reading to develop campus-wide focus in the areas of problem-solving and the Author's Purpose.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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 June 2023, students in grades 5th will increase students meeting and mastering grade levels by 10% in each category in the area of math as measured by the Science STAAR assessment.

Performance Objective 1: Ensure all 5th-grade teachers receive resources and professional development on high-quality Tier I Instruction in the area of Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct consistent PLC meetings for teachers to analyze what students know are able to do, and what next steps should be implemented in the learning cycle.</p> <p>Strategy's Expected Result/Impact: Teachers will become more aware of where their students are performing and begin to create more meaningful small groups and intervention groups.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The administration will complete a total of 20 classroom walk through each week in order to provide specific and timely feedback to teachers and their instruction.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will participate in monthly Vertical Planning Meetings to create a campus-wide science focus.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 4: By June 2023, 100% of staff will implement PBIS strategies to decrease student referrals and increase student engagement.

Performance Objective 1: Teachers will implement community circles during their morning routine to increase classroom culture, accountable talk, and student/teacher relationships.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will train and continue to update teachers with strategies and topics of conversation to assist with the social/emotional well-being of students.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
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<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 4: By June 2023, 100% of staff will implement PBIS strategies to decrease student referrals and increase student engagement.

Performance Objective 2: All students in grades PreK-5th grade will be immersed into Ron Clark Houses through competitions, incentives, and counselor lessons to provide a vertical alignment on the character pillars of LCISD; respect, caring, responsibility, trustworthiness, fairness, and citizenship.






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Culver will send 2 teachers to Ron Clark Academy.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and staff will collaborate on ways to ensure that students and families understand the Ron Clark House initiative and are able to support the idea of positive school culture and climate.</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By June 2023, 100% of staff will implement PBIS strategies to decrease student referrals and increase student engagement.

Performance Objective 3: All teachers will follow and implement the common language and common area procedures in the cafeteria, hallways, restrooms, and playground.







Goal 4: By June 2023, 100% of staff will implement PBIS strategies to decrease student referrals and increase student engagement.

Performance Objective 4: There will be quarterly PBIS events and store incentives for students to utilize Cheetah Champion tickets as a reward.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Culver will host monthly PBIS events and stores for students to receive rewards for their positive behavior rewards, Cheetah Champion Tickets.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$4,151</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			








Goal 5: By June 2023, Culver will provide various opportunities for families to engage with staff and the community to improve student outcomes in pursuit of a well-rounded education.

Performance Objective 1: Provide at least one family engagement activity per nine weeks. (Math /Science , Literacy, STEAM night, and multicultural week, Meet the Teacher, Fall Festival, Book Fair.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the fall semester, Culver will host Watch Dogs, Fall Festival, Grandparents Day, Thanksgiving Lunch, Fall Festival, Book Fair, and winter activity in December.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$2,500</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During the spring semester, Culver will host spring dances, a PTO fundraiser, a book fair, breakfast with parents, and a Multicultural campus event.</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: By June 2023, Culver will provide various opportunities for families to engage with staff and the community to improve student outcomes in pursuit of a well-rounded education.

Performance Objective 2: Culver Elementary will create, define, and empower parents and the community by creating a strong Parent Teacher organization that is able of raising funds and running events for the campus.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Culver Elementary will send their students on one field trip aligned to the curriculum each year.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Culver Elementary PTO will host two large campus fundraisers a year.</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Culver Elementary will communicate common ideas, lessons, and ways parents can engage in positive conversations and supports at home.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Culver Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

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Personnel for Culver Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenzy Pena Urbina	PreK Aide	1
Brittany Reyes	PreK Aide	1
Elizabeth Blake	SLC Aide	1
Maria Gonzalez	PreK Aide	1
Tamara Garcia Ramierz	PreK Aide	1
Tanika Valentine-Besson	SpEd Aide	1
Virginia Sanchez	PreK Aide	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutor for reading		\$44,000.00
1	1	5			\$11,750.00
2	1	2	Tutor for reading		\$22,000.00
2	1	5			\$9,000.00
2	1	6			\$11,750.00
4	2	1			\$10,000.00
5	1	1			\$2,500.00
5	1	2			\$5,000.00
5	2	1			\$10,000.00
Sub-Total					\$126,000.00
Budgeted Fund Source Amount					\$126,000.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$2,000.00
2	1	4			\$2,000.00
4	4	1			\$4,151.00
Sub-Total					\$8,151.00
Budgeted Fund Source Amount					\$223,601.54
+/- Difference					\$215,450.54
Grand Total Budgeted					\$349,601.54
Grand Total Spent					\$134,151.00
+/- Difference					\$215,450.54