

Frost Elementary Campus Improvement Plan



Campus Not Rated: Declared State of Emergency

State Accountability Rating – A

Submitted for Board Approval October 2020

Campus Improvement Plan Summary Sheet

<p>Goal 1A: By June 2021, the percent of 3rd – 5th grade students that score Masters Grade Level on the STAAR Reading Test will increase from 54% to 59%.</p> <p>Goal 1B: By June 20021, the percent of 3rd grade students that score Meets Grade Level or Above on the STAAR Reading Test will increase from 67% to 80%.</p>	<p>Strategy 1: Provide differentiated reading instruction for On Campus & Virtual Learners Based on Student Performance Data</p> <p>Strategy 2: Provide Staff Development on High Impact Instructional Strategies including Student Engagement, Questioning, Verbal Discourse, Critical Thinking, Reader’s Workshop and Balanced Literacy</p>
<p>Goal 2: By June 2021, the percent of 3rd – 5th grade identified Special Education students that score Approaches Grade Level on the STAAR Reading Test will increase from 81% to 86%.</p>	<p>Strategy 1: Analyze Student Data & Determine Instructional Adjustments in Data Team Meetings and Create Action Steps for Classroom Instruction</p> <p>Strategy 2: Monitor IEP Goals & Student Progress of On Campus & Virtual Special Education Students</p>
<p>Goal 3: By June 2021, the percent of 4th grade students that will score Meets Grade Level on the Expository Composition on the STAAR Writing Test will increase from 64% to 69%.</p>	<p>Strategy 1: Implement Small Group Instruction and 1 on 1 Conferences with On Campus & Virtual Students during Writing</p> <p>Strategy 2: Provide Staff Development for On Campus & Virtual Teachers on Best Practices for Teaching Writing Instruction</p> <p>Strategy 3: Implement a Problem of Practice Model to Increase On Campus & Virtual Teacher Confidence & Competence in Expository Writing</p>
<p>Goal 4A: By June 2021, the percent of 3rd – 5th grade students that score Masters Grade Level on the STAAR Math Test will increase from 62% to 67%.</p>	<p>Strategy 1: Provide instructional support for On Campus & Virtual Students Math Category 4 - Data Analysis & Personal Financial Literacy</p>

<p>Goal 4B: By June 2021, the percent of 3rd grade students that score Meets Grade Level or Above on the STAAR Math Test will increase from 72% to 85%.</p>	<p>Strategy 2: Provide instructional support for On Campus & Virtual Students in Math Category 3 – Geometry and Measurement</p>
	<p>Strategy 3: Provide Staff Development for On Campus & Virtual Teachers on High Impact Instructional Strategies including Student Engagement, Questioning, Verbal Discourse, Instructional Format, Critical Thinking and Best Practices for teaching Math Concepts/Skills.</p>
<p>Goal 5: By June 2021, the percent of 5th grade students that score Masters Grade Level on the STAAR Science Test will increase from 60% to 65%.</p>	<p>Strategy 1: Provide Interventions for On Campus & Virtual Special Education Students in Science</p>
	<p>Strategy 2: Provide instructional support for On Campus & Virtual Students in Science Category 2 - Force, Motion & Energy</p>

Comprehensive Needs Assessment

Data Sources Reviewed

2019 STAAR Results	2020 Middle of Year DRA Data	2019 Retention Data
PEIMS Staff FTE Summary	2019 TELPAS Data	GT Data
PEIMS Student Data	2020 Student Planning Report	K-12 Insight Survey
2020 Early Childhood Data Set	2020 Student Writing Samples	2019 Student Discipline Data

2019 State Accountability Rating

Overall	97%	A
Student Achievement	95%	A
Student Progress	91%	A
Closing the Gap	100%	A

2019 STAAR Results

	Approaches	Meets	Masters
3rd Reading	94%	66%	47%
4th Reading	96%	81%	55%
5th Reading	99%	84%	58%
3rd Math	92%	71%	43%
4th Math	95%	81%	64%
5th Math	100%	96%	76%
4th Writing	98%	77%	37%
5th Science	99%	90%	59%

Early Childhood Literacy Campus Outcome Goal

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	50%	57%	75%	**	**	**	**	15%	60%	**	44%	70%	61%
2021	53%	60%	78%	**	**	**	**	18%	63%	**	47%	73%	64%
2022	57%	64%	82%	**	**	**	**	22%	67%	**	51%	77%	68%
2023	60%	67%	85%	**	**	**	**	25%	70%	**	54%	80%	71%
2024	63%	70%	88%	**	**	**	**	28%	73%	**	57%	83%	74%

Early Childhood Math Board Outcome Goal

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	63%	61%	77%	**	**	**	**	23%	65%	**	56%	76%	61%
2021	66%	64%	80%	**	**	**	**	26%	68%	**	59%	79%	64%
2022	70%	68%	84%	**	**	**	**	30%	72%	**	64%	83%	68%
2023	73%	71%	87%	**	**	**	**	33%	75%	**	67%	86%	71%
2024	76%	74%	90%	**	**	**	**	36%	78%	**	70%	89%	74%

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

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

<p>3rd Grade Reading 48% of 3rd grade students are scoring at Masters level on the STAAR Reading Test.</p>	<p>To increase student performance in reading, we will consider the following strategies:</p> <ul style="list-style-type: none"> • Implement differentiated and targeted instruction, based on student data, during small group instruction • Utilize directed response and questioning techniques in order to increase student comprehension of text • Utilize Close Reading in order to increase student understanding of text structures and genres • Provide technology supporting literacy including Epic & Raz Kids to increase independent reading opportunities • Provide early reading interventions for struggling students in PK-2 • Utilize Reading Menus to involve parents & encourage student reading at home
<p>4th Grade Reading 56% of 4th grade students at Frost Elementary are scoring at Masters level on the STAAR Reading Test.</p>	
<p>3 - 5th Grade Reading Only 82% of the 3rd – 5th grade Special Education students Sped are scoring Approaches on the STAAR Reading Test</p>	
<p>4th Grade Writing Only 64% of the 4th grade students Met Standard on the STAAR Writing Composition</p>	<p>To increase student performance in writing, we will consider the following strategies:</p>

	<ul style="list-style-type: none"> • Provide explicit, systematic and sustained instruction in revising and editing through the use of authentic literature and compositions • Utilize data from Progress Monitoring Assessments & TEA Interim Assessments to provide increased opportunities for teacher-student one-to-one conferencing on expository compositions • Implement highly-targeted and explicit vocabulary instruction to build capacity for generating elaborative compositions • Integrate differentiated instruction during small group instruction in the area of writing in grades K-4 • Provide opportunities for student writing in cross-curricular activities • Utilize of student writing samples to determine levels of mastery on components of the elements of writing • Utilize graphic organizers to reinforce the writing process
<p>3 - 5th Grade Math Only 62% of the 3rd – 5th grade Special Education students Sped are scoring Approaches on the STAAR Math Test</p>	<p>To increase student performance in math, we will consider the following strategies:</p> <ul style="list-style-type: none"> • Utilize the CRA (Concrete, Representational, Abstract) method of instruction in order to provide a foundation of conceptual understanding of mathematics • Utilize thinking stems to encourage accountable mathematics talk to achieve both conceptual and procedural understanding • Provide opportunities for problem-solving using number sense strategies and activities (Number Talks, Contextualizing Problems, Word Problem Banks)

	<ul style="list-style-type: none"> • Implement Number Talks & Fact Fluency to reinforce math concepts and skills • Utilize the LCISD Math Problem Solving Model to teach math concepts and skills
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School Culture, Climate, and Leadership Effectiveness

Identified Problems

Proposed Strategies

<p>12 of 18 Student Discipline Referrals involving Special Education Students resulted in School Suspensions</p>	<p>To increase positive student behavior and decrease student discipline referrals, we will consider the following strategies:</p> <ul style="list-style-type: none"> • Encourage positive teacher/student relationships • Implement CHARACTER COUNTS! with fidelity • Utilize a common language for teaching attributes of good character including trustworthiness, respect, responsibility, fairness, caring, and citizenship • Implement Ron Clark Academy House System • Host Virtual House Pep Rallies and House Meetings to promote school spirit • Recognize students demonstrating good character • Continue No Place for Hate program • Implement Solutions Focus program • Provide Trauma Training for On Campus & Virtual Teachers • Provide Solutions Focused Training for On Campus & Virtual Teachers
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Teacher Quality and Retention

Identified Problems

Proposed Strategies

<p>Teacher Retention 3 new teaching positions were added due to enrollment growth, 1 PK teaching position was added, 1 teacher and 1 facilitator transferred to other LCISD schools, 2 teachers were promoted to facilitator positions on campus, 1 facilitator was promoted to Assistant Principal at another LCISD campus, and 1 teacher resigned</p>	<p>To increase teacher quality and teacher retention, we will consider the following strategies:</p> <ul style="list-style-type: none"> • Interview & hire candidates in early spring • Establish positive relationships with teachers & staff • Express appreciation daily • Implement Warm Fuzzies • Support new staff with training, resources, mentors, and instructional coaching • Develop leadership opportunities & build capacity
<p>86% Staff ESL Certification</p>	<ul style="list-style-type: none"> • Encourage ESL Certification • Support ESL Training & Test Prep Training
<p>Teacher Assignments 14 Teachers were needed for Virtual Instruction during the 1st 9 Weeks</p>	<ul style="list-style-type: none"> • Consider All Virtual Teaching Applications • Utilize a Campus Committee to Review Virtual Teaching Applications • Prepare for Shifts from Virtual Instruction to On Campus Instruction

Community and Student Engagement

Identified Problems

Proposed Strategies

<p>No problems were identified in this area.</p>	
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Goal 1

Goal Statement 1A:

By June 2021, the percent of 3rd – 5th grade students that score Masters Grade Level on the STAAR Reading Test will increase from 54% to 59%.

Goal Statement 1B:

By June 2021, the percent of 3rd grade students that score Meets Grade Level or Above on the STAAR Reading Test will increase from 67% to 80%.

CNA Focus Area(s):

3rd – 5th Grade Student STAAR Data from 2018-2019

2020 Early Childhood Data Set

Strategy 1: Provide differentiated reading instruction for On Campus & Virtual Students based on student performance data

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Conduct on campus & virtual tutoring before/after school for students averaging below 70% on campus assessments & district assessments		Reading Facilitators Reading Interventionist Teachers	Sept. 2020 – May 2021	State Comp Ed \$5940 General Budget \$6000	Tutoring Schedule Attendance Sheet
Provide small group reading interventions to on campus & virtual students during the school day for students scoring below 70% on report cards		Principals Reading Facilitator, Reading Interventionist	Sept. 2020 – May 2021	No Funds Needed	Intervention Schedules Student Progress
Implement data team meetings to review student performance in reading		Principal Reading Facilitators Teachers	Oct. 2020 – May 2021	No Funds Needed	Data Team Minutes Action Plan
Utilize student performance data to plan guided reading instruction		Reading Facilitators Teachers	September 2020 – May 2021	No Funds Needed	Intervention Schedule Small Group Reading Plans
Implement collaborative lesson planning meetings to plan small group reading instruction		Reading Facilitators Teachers	August 2020 – May 2021	No Funds Needed	Lesson Plans Meeting Notes

Strategy 2: Provide Staff Development to On Campus & Virtual Teachers on high impact instructional strategies including student engagement, questioning, verbal discourse, critical thinking, Reader’s Workshop and Balanced Literacy.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Conduct coaching and modeling sessions for 3-5 ELAR teachers new to their specific grade level & new to their content areas		Principals Reading Facilitators	September 2020 – May 2021	General Budget \$6000	Coaching Schedule Teacher Feedback Forms
Conduct staff development on high-impact instructional strategies (as stated in the strategy above) during monthly staff meetings		Principals Reading Facilitators	September 2020 – May 2021	No Funds Needed	Staff Sign In Sheets Copy of Staff Development Presentations Staff Meeting Agenda
Reading Facilitators will demonstrate best practices (as stated in the strategy above) in model classrooms for On Campus & Virtual reading teachers		Reading Facilitators Teachers	August 2020	No Funds Needed	Observational data of Reading Facilitators during model lessons
Provide training on Reader’s Workshop		Principals Reading Facilitators Teachers	Aug. 2020	No Funds Needed	Schedule of Reader’s Workshop & Attendance Sheet T-TESS Classroom Walk Throughs
Implement reading strategies from a book study on “Writers are Readers”		Reading Facilitators	Sept. 2020 – May 2021	No Funds Needed	Strategies from the book study will be recognized during teacher observations & walk throughs
Utilize Reading Response Journals		Teachers	Sept. 2020 – May 2021	No Funds Needed	Review Student Reading Response Journals during planning meetings

Implement strategies for Short Answer Response (SAR) on assessments		Teachers	Sept. 2020 - May 2021	No Funds Needed	Review Lesson Plans & Assessments
Complete the Science of Reading Academies hosted by Region IV		PK – 3 rd grade Teachers	Sept. 2020 – May 2023	No Funds Needed	Certificates of completion for the Science of Reading Academies

Goal 2

<p>Goal Statement: By June 2021, the percent of 3rd – 5th grade identified Special Education students that score Approaches Grade Level on the STAAR Reading Test will increase from 81% to 86%.</p>	<p>CNA Focus Area(s): 3rd – 5th Grade Student STAAR Data from 2018-2019 2020 Early Childhood Data Set</p>
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Strategy 1: Analyze Student Data & Determine Instructional Adjustments in Data Team Meetings and Create Action Steps for Classroom Instruction

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Analyze student performance data on campus & district reading assessments to differentiate reading instruction based on student needs		Principals Reading Facilitators Sped Teacher Classroom Teachers	Ongoing	No Funds Needed	Review small group lesson plans for differentiation & classroom walk throughs Student Performance Data Small Group Reading Lesson Plans
Align Student Schedule of Services & Accommodations based on individual student needs		Principals Teachers	Ongoing	No Funds Needed	Review ARD Documents
Utilize Student Data to Provide In School & After School On Campus & Virtual Tutorials		Reading Facilitators Teachers	Sept. 2020 – May 2021	No Funds Needed	Student Performance Data Tutoring Schedule

Utilize I-Ready Diagnostics to Differentiate Instruction & Measure Student Growth		Teachers	Sept. 2019 – May 2020	No Funds Needed	Diagnostic Reports Differentiated Lesson Plans

Strategy 2: Monitor IEP Goals & Student Progress of On Campus & Virtual Special Education Students

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Review IEP Goals & Student Performance to determine the appropriate alignment of goals, services and instruction		Special Education Teacher General Education Teacher	August 2020 – May 2021	No Funds Needed	IEP Goals IEP Progress Reports Report Cards
Review Schedule of Service Page & Accommodations		Special Education Teacher General Education Teacher	August 2020 – May 2021	No Funds Needed	ARD Documents IEP Progress Reports
Monitor Failure Rates of Special Education Students at the end of every grading period to ensure appropriate accommodations are being implemented		Principal Special Education Teacher	October 2020 – June 2021	No Funds Needed	Progress Reports Report Cards
Monitor the need for supplemental aids & graphic organizers based on student needs		Special Education Teacher General Education Teacher	August 2020 – May 2021	No Funds Needed	In Class Observations Student Progress Reports & Report Cards

Maximize instructional time in the Resource/Inclusion Schedule		Principals Sped Teachers	August 2020 – May 2021	No Funds Needed	Special Education Schedule Classroom Observations
Create Contingency Plans for all SPED students in the event of all Virtual Instruction		Sped Teachers	August 2020 – May 2021	No Funds Needed	ARD Documents
Address Student Social/Emotional Needs to Foster Academic Achievement		Teachers Counselor	August 2020 – May 2021	No Funds Needed	Counseling Log Classroom Behavior Chart At Risk Data Survey Results
Implement Research Based Classroom Management Strategies to increase Student Engagement in ELAR, Math, Science & SS		Teachers	August 2020 – May 2021	No Funds Needed	Classroom Behavior Charts Discipline Referrals

Goal 3

<p>Goal Statement: By June 2021, the percent of 4th grade students that will score Meets Grade Level on the Expository Composition on the STAAR Writing Test will increase from 64% to 69%.</p>	<p>CNA Focus Area(s): 4th Grade Student STAAR Data from 2018-2019</p>
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<p>Strategy 1: Implement Small Group Instruction for Writing and 1 on 1 Conferences with On Campus & Virtual Students during Writing</p>

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Conduct before school & after school tutorials for students scoring below 70% on the (minor grade) expository composition		Reading Facilitators Teachers	Jan. 2021 – May 2021	State Comp Ed \$5940	Tutorial Schedule Student Attendance Sheet
Provide in school writing interventions during the school day for students scoring below 70% on campus & district assessments		Reading Facilitators	Jan. 2021 – May 2021	No Funds Needed	Reading Facilitator Schedule Student Performance Data
Facilitate data team meetings to review student performance in writing.		Reading Facilitators	Ongoing	No Funds Needed	Data Team Minutes Student Compositions
Utilize student performance data to plan small group writing instruction		Reading Facilitators	Ongoing	No Funds Needed	Small Group Writing Lesson Plans Results from teacher observations and walk throughs
Establish clear expectations for teaching expository writing using all components of Writer's Workshop		Principal Reading Facilitator Teachers	Sept. 2020 – May 2021	No Funds Needed	Frost Writing Plan Frost Flight Plan
Utilize writing exemplars to showcase high-quality writing		Reading Facilitators Teachers	Ongoing	No Funds Needed	Sample Student Compositions Lesson Plans

Strategy 2: Provide Staff Development for On Campus & Virtual Teachers on Best Practices for Teaching Writing Instruction

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Conduct staff development on the LCISD Writing Rubric		Principals Reading Facilitators	August 2020	No Funds Needed	Staff Development Presentation Attendance Sheet
Train teachers & implement the components of Writer's Workshop and Empowering Writers		Principals Reading Facilitators Teachers	October 2020	\$1,000	Instructional aids, shared/modeled writing will be visible in the classroom (anchor charts, student writer's notebooks) Attendance Sheet Staff Development Presentation T-TESS Classroom Walk Throughs
Conduct Instructional Coaching & Modeling Sessions with ELAR teachers		Principals Reading Facilitators	Ongoing	No Funds Needed	Coaching/Modeling Feedback & Notes T-TESS Classroom Walk Throughs Coaching Schedule
Train & Implement Instructional Rounds focused on student discourse		Principal Reading Facilitators	Nov 2020 – May 2021	No Funds Needed	Staff Development Presentation Attendance Sheet
Reading Facilitators will demonstrate best practices in model classrooms for teaching Writer's Workshop		Reading Facilitators Teachers	August 2020	No Funds Needed	Observational data of Reading Facilitators during model lessons
Conduct staff development on the STAAR Writing Rubric		Reading Facilitators	November 2020	No Funds Needed	Attendance Sheet Staff Development Presentation

Model Personal/Professional Writing at Staff Meetings using “My Life in 7 Life Stories”		Holdsworth Team	Sept. 2020 – May 2021	No Funds Needed	Staff Development Presentation
Utilize Collaborative Planning for Writing Instruction		Reading Facilitators Teachers	Aug. 2020 – May 2021	No Funds Needed	Collaborative Lesson Planning Minutes

Strategy 3: Implement a Problem of Practice Model to Increase On Campus & Virtual Teacher Confidence & Competence in Expository Writing

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Utilize Continuous Improvement Protocols		Holdsworth Team	Oct. 2020 – May 2021	No Funds Needed	Teacher Survey Results Focus Group Interviews Staff Development Presentation
Participate in Holdsworth Training Updates		Holdsworth Team	January 2021	No Funds Needed	Holdsworth RSVP Holdsworth Survey
Analyze Equity Issues in Expository Writing Performance		Holdsworth Team	Oct. 2020 – May 2021	No Funds Needed	Student Performance among Student Populations & Gender
Participate in Consultancy Protocols		Holdsworth Team	Oct. 2020 – June 2021	No Funds Needed	Team Feedback Reflection Notes Protocol Documents

Goal 4

<p>Goal Statement 4A: By June 2021, the percent of 3rd – 5th grade students that score Masters Grade Level on the STAAR Math Test will increase from 62% to 67%.</p> <p>Goal Statement 4B: By June 2021, the percent of 3rd grade students that score Meets Grade Level or Above on the STAAR Math Test will increase from 72% to 85%.</p>	<p>CNA Focus Area(s): 3rd – 5th Grade Students STAAR Data from 2018-2019</p> <p>2020 Early Childhood Data Set</p>
<p>Strategy 1: Provide instructional support for On Campus & Virtual Students Math Category 4 - Data Analysis & Personal Financial Literacy</p>	

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Conduct differentiated STAAR math tutorial sessions for students performing at Approaching, Meets, & Mastery Levels		Principals Math Facilitator Teachers	August 2020 – May 2021	State Comp Ed \$5940 General Budget \$6000	STAAR Tutorial Schedule STAAR Tutorial Lesson Plans
Implement Prodigy to reinforce all math skills including data analysis & personal financial literacy		Principals Math Facilitator Teachers	August 2020 – May 2021	No Funds Needed	Assignment of Math Objectives in Weekly Planning Meetings Prodigy Student Usage Report
Conduct small group math interventions for students scoring below 70% on report cards and district assessments.		Principals Math Facilitator	August 2020 – May 2021	No Funds Needed	Small Group Lesson Plans

Utilize Deep Practice to model problem solving skills		Principals Math Facilitator	August 2020 – May 2021	No Funds Needed	Weekly Lesson Plans T-TESS Classroom Walkthroughs
Implement Math Workshop, Fact Fluency & Number Talks		Principals Facilitators Teachers	August 2020 – May 2021	No Funds Needed	Instructional strategies and classroom environment will be observed during teacher observations. T-TESS Classroom Walkthroughs Lesson plans
Strategy 2: Provide instructional support for On Campus & Virtual Students in Math Category 3 – Geometry and Measurement					

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Conduct differentiated STAAR math tutorials for students performing at Approaching, Meets, & Mastery Levels		Principals Math Facilitator Teachers	August 2020 – May 2021	State Comp Ed \$5940 General Budget \$6000	Tutorial Schedule Tutorial Lesson Plans
Implement Prodigy to reinforce math skills including geometry and measurement.		Principals Math Facilitator Teachers	August 2020 – May 2021	No Funds Needed	Assigned Math Objectives in Weekly Planning Meetings Prodigy Student Usage Report
Conduct small group math interventions for students scoring below 70% on report cards and district assessments.		Principals Math Facilitator	August 2020 – May 2021	No Funds Needed	Small Group Lesson Plans
Conduct tutoring sessions for At Risk students		Principals Math Facilitator	August 2020 – May 2021	State Comp Ed \$5940	Tutoring Schedule

averaging below 70% on formal assessments.					
Implement Math Workshop, Fact Fluency and Number Talks		Principals Math Facilitator Teachers	August 2020 – May 2021	No Funds Needed	Instructional strategies and classroom environment will be observed during classroom observations. Lesson Plans T-TESS Classroom Walk Throughs
Provide Campus-wide Tutorials 7:35 – 8:05 a.m. daily to reinforce math skills		Math Facilitator Teachers	Sept. 2020 – May 2021	No Funds Needed	Lesson Plans
Monitor the student performance of identified SPED students in math		Math Facilitator Teachers	Sept. 2020 – May 2021	No Funds Needed	Progress Report Report Cards

Strategy 3: Provide Staff Development for On Campus & Virtual Teachers on High Impact Instructional Strategies including Student Engagement, Questioning, Verbal Discourse, Instructional Format, Critical Thinking and Best Practices for teaching Math Concepts/Skills.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Offer staff development on high impact instructional strategies at monthly staff meetings		Principals, Math Facilitator, Consultants & Teachers	Aug. 2020 – May 2021	No Funds Needed	Meeting Agendas & Presentations Weekly Lesson Plans Classroom Walk Throughs
Provide Instructional Coaching for K-5 Math teachers new to the		Principals, Math Facilitator Consultant	Aug. 2020 – May 2021	No Funds Needed	Instructional Coaching Schedule Coaching Feedback Forms

campus & new to content areas		Teachers			
Math Facilitator will demonstrate best practices (as stated in the strategy above) in model classrooms for teaching Math Workshop		Math Facilitator Consultant Teachers	August 2020	No Funds Needed	Observational data of Math Facilitator during model lessons
Implement Math Workshop, Fact Fluency, Number Talks with Purposeful Recording & Problem Solving		Principals, Facilitators, Teachers	Aug. 2020 – May 2021	No Funds Needed	Instructional strategies and classroom environment will be observed during teacher observations and walkthroughs. Lesson Plans

Goal 5

<p>Goal Statement: By June 2021, the percent of 5th grade students that score Masters Grade Level on the STAAR Science Test will increase from 60% to 65%.</p>	<p>CNA Focus Area(s): 5th Grade Students from 2018-2019 2020-21 Interim Assessments</p>
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Strategy 1: Provide Interventions for On Campus & Virtual Special Education Students in Science

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Conduct science after school tutorial sessions		Principals, Teachers	Jan. 2020 – May 2021	State Comp Ed \$5940	Tutorial Schedule Tutorial Lesson Plans

				General Budget \$6000	
Provide small group instruction with a focus on vocabulary in the classroom		Teachers	Aug. 2020 – May 2021	No Funds Needed	Small Group Lesson Plans Science Vocabulary List
Conduct science investigations with students documenting the scientific process in interactive notebooks.		Teachers	Aug. 2020 – May 2021	No Funds Needed	Lesson Plans Interactive notebooks Classroom Walkthroughs
Conduct Lunch Bunch sessions to reinforce science concepts & skills		Teachers	Mar. 2020 – May 2021	No Funds Needed	Lunch Bunch Schedule Lesson Plans
Conduct science year end concept review		Teachers	May 2021	No Funds Needed	Science Concept Review Lesson Plans
Science Lead Teacher will demonstrate best practices in model classrooms for teaching Science Investigations		Science Lead Teacher Teachers	August 2020	No Funds Needed	Observational data of Science Lead Teacher during model lessons

Strategy 2: Provide instructional support for On Campus & Virtual Students in Science Category 2 - Force, Motion & Energy

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Conduct Science after school tutorial sessions		Principals, Teachers	Jan. 2020 – May 2021	State Comp Ed \$5940 General Budget	Tutorial Schedule Tutorial Lesson Plans

				\$6000	
Provide small group instruction with a focus on vocabulary in the classroom		Teachers	Aug. 2020 – May 2021	No Funds Needed	Small Group Lesson Plans Science Vocabulary List
Conduct science investigations with students documenting the scientific process in interactive notebooks.		Teachers	Aug. 2020 – June 2021	No Funds Needed	Lesson Plans Interactive notebooks Classroom Walkthroughs
Conduct science year end concept review		Teachers	May 2021	No Funds Needed	Science Concept Review Lesson Plans
Segment instruction to include lab opportunities: Kindergarten – 1 st grade 80% 2 nd – 3 rd grade 60% 4 th – 5 th grade 50%		Teachers	Aug. 2020 – June 2021	No Funds Needed	Instructional strategies and classroom environment will be observed during teacher observations and walkthroughs. Science Lab Schedule

Financial Summary








Funding Source	Total Amount
State Comp Ed Allocation for Tutoring	\$ 5,940.00
General Ed Allocation for Tutoring	\$ 6,000.00
Literacy Coach .25 FTE	\$16,087.50
Math Facilitator .5 FTE	\$30,950.00
PK Teacher 1 FTE	\$60,050.00
PK Paraprofessional 1 FTE	\$18,116.56

Site Based Decision Making Committee Members

Name	Position
Shannon Hood	Principal
Verna Berry	Assistant Principal
Rachel Knox	SPED
Carol Townsend	Specials
Kathy Congram	Kindergarten
Claudia Larkin	1 st Grade
Madison Sanders	2 nd Grade
Emma Armstrong	3 rd Grade
Kelsey Kvinta	4 th Grade
Courtney Ngwolo	5 th Grade
Devon Beaver	Parent
Anna Soshea	Parent
Laura Bolerjack	Parent
Jennifer Smith	Parent
Jennifer Johnson	District Representative
Evelyn Kassey	Community Member
Susie Cone	Community Member

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	 <p>Recruit, support, and retain teachers and principals</p>	 <p>Build a foundation of reading and math</p>	 <p>Connect high school to career and college</p>	 <p>Improve low-performing schools</p>
Enablers	 <p>Increase transparency, fairness and rigor in district and campus academic and financial performance</p>			
	 <p>Ensure compliance, effectively implement legislation and inform policymakers</p>			
	 <p>Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)</p>			