

Campus Improvement Plan
T.L. Pink Elementary
2020-2021



Every Adult. Every Child. Every Day.

Accountability Rating: Not Rated: Declared State of Disaster

Submitted for Board Approval October 2020

Pink Elementary Campus Improvement Plan Summary Sheet

<p>Goal 1: 68% of 3rd-5th grade students at Pink Elementary scored at the approaches level on the 2018-2019 Reading, Math, Writing, and Science STAAR. In order to achieve 75% of all 3rd-5th grade students at this level, we will need a 7% increase in overall student achievement at the approaches level on all 2020-2021 STAAR tests.</p>	<p>Strategy 1: Targeted Tier 1 instruction will be provided daily to support virtual and on-campus learners in the mastery of the TEKS.</p>
	<p>Strategy 2: Provide high quality professional development and coaching to build teacher capacity.</p>
	<p>Strategy 3: Provide intensive intervention for students.</p>
<p>Goal 2: During the 2018-2019 school year, 53% of our 4th grade students scored at the approaches level on the Writing STAAR. By June 2021, our approaches level will increase by 8% to 61% as measured by the 2020-2021 Writing STAAR</p>	<p>Strategy 1: Provide intensive intervention for 4th grade writing.</p>
	<p>Strategy 2: Develop implement effective professional development to improve quality Tier 1 writing instruction.</p>
<p>Goal 3: 41% of our Kinder-2nd grade students at Pink Elementary are on or above grade level as measured on the 2020 MOY DRA/EDL assessment. By May 2021, 48% of Kinder-2nd grade students will read on or above grade level. In order to achieve this goal, we will need a 7% increase in student performance at or above reading level as measured by the 2021 EOY GRA.</p>	<p>Strategy 1: Increase teacher capacity to improve Tier 1 instruction in all ELAR classes.</p>
	<p>Strategy 2: Provide additional literacy intervention to students below the expected grade level.</p>
<p>Goal 4: 95.8% of our students at Pink Elementary attended school regularly. In order to achieve eligibility for distinction designations on STAAR, we will need an increase of 1.5% on our campus and virtual attendance rate by May 2021.</p>	<p>Strategy 1: Increase parents' awareness of the importance of student attendance and the impact of attendance on student achievement.</p>
	<p>Strategy 2: Increase parents' awareness of the importance of student attendance.</p>
<p>Goal 5: The percent of 3rd grade students that score meets grade level or above on the Reading STAAR will increase from 33% to 46%, and the percent of 3rd grade students that score meets grade level or above on the Math STAAR will increase from 43% to 56% by June 2024.</p>	<p>Strategy 1: Targeted Tier 1 instruction will be provided daily to support all virtual and on-campus learners in the mastery of the TEKS.</p>
	<p>Strategy 2: Provide high quality professional development and coaching to build teacher capacity.</p>
<p>Goal 6: The percent of SPED students receiving passing grades on report cards will increase from 73% to 78%.</p>	<p>Strategy 1: Targeted Tier I instruction will be provided daily to support virtual and on-campus SPED learners in the mastery of TEKS.</p>
	<p>Strategy 2: Provide intense intervention to all SPED students.</p>

Comprehensive Needs Assessment

Data Sources Reviewed

Spring STAAR 2019	TEA 2019 Campus Data Tables	Leadership Team Recommendations
2020 2 nd nine weeks MOY DRA/EDL	2018-2019 ADA Report	2019/2020 TELPAS
2020 MOY TPRI/Tejas Lee	Early Childhood Data Sets	

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

Early Childhood Math Board Outcome Goal													
The percent of 3 rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 56% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
43%	46%	50%	53%	56%									
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	33%	43%	**	**	**	**	**	33%	44%	**	44%	46%	29%
2021	36%	46%	**	**	**	**	**	36%	47%	**	47%	49%	32%
2022	40%	50%	**	**	**	**	**	40%	51%	**	51%	53%	36%
2023	43%	53%	**	**	**	**	**	43%	54%	**	54%	56%	39%
2024	46%	56%	**	**	**	**	**	46%	57%	**	57%	59%	42%

Early Childhood Literacy Campus Outcome Goal													
The percent of 3 rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 46% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
33%	36%	40%	43%	46%									
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	11%	36%	**	**	**	**	**	20%	33%	**	36%	34%	29%
2021	14%	39%	**	**	**	**	**	23%	36%	**	39%	37%	32%
2022	18%	43%	**	**	**	**	**	27%	40%	**	43%	41%	36%
2023	21%	46%	**	**	**	**	**	30%	43%	**	46%	44%	39%
2024	24%	49%	**	**	**	**	**	33%	46%	**	49%	47%	42%

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

41% of Kinder-2nd grade students were reading on/above grade level as measured by the 2020 MOY DRA/EDL assessment.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided.
53% of 4th grade students scored at the approaches level on the April 2019 Writing STAAR.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided.
68% of 3rd-5th grade students scored at the approaches level on the 2019 Reading, Math, Writing, and Science STAAR.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided. Professional learning opportunities will be provided for all Kinder-5th grade teachers.
74% of 4th and 5th grade students made progress on the 2019 Reading STAAR.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided. Professional learning opportunities will be provided for all Kinder-5th grade teachers.

At-Risk Student Services / Drop-Out Prevention

53% of 4th grade students scored at the approaches level on the April 2019 Writing STAAR.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided. Professional learning opportunities will be provided for all Kinder-5th grade teachers.
41% of Kinder-2nd grade students were reading on/above grade level as measured by the 2020 MOY DRA/EDL assessment.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided.

	Professional learning opportunities will be provided for all Kinder-5th grade teachers.
74% of 4th and 5th grade students made progress on the 2019 Reading STAAR.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided. Professional learning opportunities will be provided for all Kinder-5th grade teachers.
95.9% of Kinder-5th grade students attended school during the 2018-2019 school year.	Additional intervention opportunities will be provided.

College, Career, and Military Readiness

74% of 4th and 5th grade students made progress on the 2019 Reading STAAR.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided. Professional learning opportunities will be provided for all Kinder-5th grade teachers.
41% of Kinder-2nd grade students were reading on/above grade level as measured by the 2020 EOY DRA/EDL assessment.	Targeted Tier 1 instruction will be provided daily to support all students in the mastery of the TEKS. Additional intervention opportunities will be provided. Professional learning opportunities will be provided for all Kinder-5th grade teachers.

School Culture, Climate, and Leadership Effectiveness

Identified Problems

Proposed Strategies

Build capacity through staff development, instructional rounds, recognition and leadership opportunities.	Teachers will play a part in decision making on the campus. Teachers will participate in school committees. Teachers will be given the opportunity to lead professional developments.
Celebrate student/teacher achievement and student growth.	Activities that focus on relationship building will be designed to celebrate successes to promote and maintain a positive school culture.
Increase the percent of parental concerns being resolved by administration.	Focus on resolving parental concerns in a manner which is conducive to the safety and well-being of the community. Social Worker will conduct virtual meetings with parents.

Teacher Quality and Retention

Identified Problems

Proposed Strategies

Professional learning opportunities to continue improvement of Tier 1 instruction.	Campus coaches, district coaches, and consultants will provide additional training through coaching and staff development.
Focus on collaboration and relationship building.	Opportunities for collaboration will be embedded within the workday. Weekly planning and learning opportunities will be facilitated by the Instructional Leadership Team.

Community and Student Engagement

Identified Problems

Proposed Strategies

<p>Parent participation in school activities.</p>	<p>Provide all parent communication in English and Spanish. Host virtual family learning events. Use Skylert, email, and social media to improve communication. Continue partnerships with community partners and The Bridge. Utilize Social Worker to virtually train parents on literacy skills.</p>
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Goal 1

<p>Goal Statement: 68% of 3rd-5th grade students at Pink Elementary scored at the approaches level on the 2018-2019 Reading, Math, Writing, and Science STAAR. In order to achieve 75% of all 3rd-5th grade students at this level, we will need a 7% increase in overall student achievement at the approaches level on all 2020-2021 STAAR tests.</p>	<p>CNA Focus Area(s): Student achievement Community and Student Engagement Teacher Quality and Retention School Culture, Climate, and Leadership Effectiveness.</p>
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Strategy 1: Targeted Tier 1 instruction will be provided daily to support virtual and on-campus learners in the mastery of the TEKS.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers and students will utilize P-16 components: daily review, fact fluency, homework and immediate feedback. Daily Rigor Spanish 3rd grade	SWP 2.4	Coaches Teachers Administrators	Daily August 2020-May 2021	Bilingual Allotment: \$7,108	Summative-lesson plans, walkthroughs, running records, universal screeners
Host virtual Literacy, Math/Science, and STAAR night to build parents knowledge of content. Sessions will be in English and Spanish.	SWP 2.3	Coaches Teachers Administrators	November 2020 February 2021 March 2021	SCE \$6,465	Parent sign in sheets
Virtual field experiences and field experiences will be utilized to provide authentic learning experiences to support addressing instructional gaps.	SWP 2.4	Teachers	September 2020-May 2021	SCE \$1000	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners

BIL/ESL Coach and Bilingual Para will provide additional support to students to support their progress towards EOY STAAR and TELPAS goals. Summit K-12	SWP 2.4, 2.5, 2.6	BIL/ESL Coach Administrators	September 2020-May 2021 Daily	Bilingual funds \$7,108	Summative-district/campus assessments, TELPAS, lesson plans, walkthroughs, running records, universal screeners
SPED teachers will utilize i-Ready and LLI to provide daily support to all SPED students in the mastery of the TEKS and their IEPs.		SPED teachers Administrators	September 2020-May 2021	Provided by district	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
General Ed. teachers will utilize i-Ready to provide daily support to both virtual and on-campus learners in mastery of the TEKS.		General Ed. teachers Administrators	September 2020-May 2021	Provided by district	Summative-district/campus assessments, lesson plans, walkthroughs

Strategy 2: Provide high quality professional development and coaching to build teacher capacity.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Bi-weekly PLC meetings will be held to plan instruction, develop common assessments, analyze data, and plan interventions.	SWP 2.5	Coaches Teachers Administrators	Biweekly for 45 minutes	Local funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Work with David La Rose to implement and develop effective	SWP 2.5	Administrators and Coaches	August 2020-May 2021	District Funds	Summative-district/campus

PLC's and school-wide interventions.					assessments, lesson plans, walkthroughs, running records
Weekly planning meetings with coaches to ensure all components and campus expectations are being implemented for both virtual and on-campus teachers.	SWP 2.5	Coaches Teachers Administrators	Weekly	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Professional development will continue to be provided to teachers so that they are adequately equipped to implement the TEKS at the adequate level of rigor.	SWP 2.4	Coaches Administrators	Ongoing	No funds	Summative-district/campus assessments, lesson plans, walkthroughs
Vertical teams will be held to review campus data and share practices to ensure alignment across Kinder-5th grades.	SWP 2.4, 2.5	Coaches Teachers Administrators	Once a nine week for each content area	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Training emphasis on Balanced Literacy and Sheltered Instruction practices. <i>Raz Kids, Story Works Jr., Story Works, and Social Studies Weekly</i>	SWP 2.4	Literacy Coach BIL/ESL Coach K-2 Academic Coach	Ongoing	Bilingual Allotment \$7,108 Local funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
General Education and SPED inclusion teachers will attend a 3-day Stetson co-teach training.		General Education Teachers SPED teachers Administrators	Fall 2020	Provided by the district	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners

Strategy 3: Provide intense intervention to all students.

Action	Title 1 Element	Staff Responsible	Timeline	Resources	Evaluation
School-wide interventions for ELAR and Math for all students, including ELs. Instructional resources will be determined based on campus need. Countdown to STAAR 3rd-5th grades English/Spanish	SWP 2.4, 2.5, 2.6	Coaches General Ed. teachers SPED teachers Paras	30 minutes ELAR 30 minutes Math Monday-Thursday	Local funds Bilingual funds \$7,108	Through PLC and RTI, teachers will utilize data analysis to monitor student progress.
At least 1 reading tutor and 1 math tutor will be hired.	SWP 2.4, 2.5, 2.6	Administrators Coaches	October-April	SCE \$7,758	Through PLC and RTI, teachers will utilize data analysis to monitor student progress
Daily ELAR interventions (virtual and on-campus learners) Kinder-5th grades	SWP 2.4, 2.5, 2.6	Coaches General Ed. teachers SPED teachers Paras	Daily	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Daily Math interventions (virtual and on-campus learners) 3rd-5th grades	SWP 2.4, 2.5, 2.6	Math Coach K-2 Academic Coach	Daily	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
After school tutorials will be provided for virtual and on-campus learners, including ELs and SPED, that need additional support in Reading, Writing, Math, and Science.	SWP 2.4, 2.5, 2.6	Teachers Coaches Administrators	Spring 2021	SCE \$7,758	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners

Goal 2

<p>Goal Statement: During the 2018-2019 school year, 53% of our 4th grade students scored at the approaches level on the Writing STAAR. By June 2021, our approaches level will increase by 8% to 61% as measured by the 2020-2021 Writing STAAR</p>	<p>CNA Focus Area(s): Student achievement Community and Student Engagement Teacher Quality and Retention School Culture, Climate, and Leadership Effectiveness.</p>
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Strategy 1: Provide intensive intervention for 4th grade writing.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Targeted small group instruction/intervention will be provided daily to support all students, including At-risk, ELs and SPED, in the mastery of the TEKS using Writing Fast Focus and Patterns of Power Plus.	SWP 2.4, 2.5, 2.6	Teachers Coaches	Daily	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Intervention materials will be purchased to support At-Risk and bilingual/ESL students who are below level.	SWP 2.6	Literacy Coach BIL/ESL Coach	September 2020	Bilingual Allotment \$7,108 SCE \$6465	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Teachers will utilize question and sentence stems to support EL learners. Also, shelter instruction strategies will be implemented daily.		Teachers Coaches Administrators	September 2020-May 2021	No Funds	Summative-district/campus assessments, lesson plans, walkthroughs
ELPS will be implemented and analyzed in writing using PLD's for EL students to address		BIL/ESL Coach Teachers	September 2020-May 2021	No funds	Summative-district/campus assessments, lesson plans,

TELPAS writing across content areas.					walkthroughs, running records, universal screeners
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Strategy 2: Develop implement effective professional development to improve quality Tier 1 writing instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Writing Vertical Teams will be held to align writing instruction between all grade levels.	SWP 2.4, 2.5	Literacy Coach Bi/ESL Coach Teachers Administrators	Once each nine weeks	No funds	Summative-district/campus assessments, lesson plans, walkthroughs
Kinder-5 th students will participate in Writer's Workshop daily to practice the writing process using Schoolwide resources, HMM resources, and Immersion lessons to develop writing skills	SWP 2.4, 2.5	Teachers Administrators	Daily	No funds	Summative-district/campus assessments, lesson plans, walkthroughs

Goal 3

<p>Goal Statement: 41% of our Kinder-2nd grade students at Pink Elementary are on or above grade level as measured on the 2020 MOY DRA/EDL assessment. By May 2021, 48% of Kinder-2nd grade students will read on or above grade level. In order to achieve this goal, we will need a 7% increase in student performance at or above reading level as measured by the 2021 EOY GRA.</p>	<p>CNA Focus Area(s): Student achievement Community and Student Engagement Teacher Quality and Retention School Culture, Climate, and Leadership Effectiveness.</p>
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Strategy 1: Increase teacher capacity to improve Tier 1 instruction in all ELAR classes.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
A K-2 Academic Coach will be funded by Title I funds. The coach will serve to increase adult proficiency in developing literacy skills of teachers in Kinder-2 nd grades.	SWP 2.4, 2.5, 2.6	Administrators	August 2020-May 2021	Title 1: 153,655.26	Formative: Increase of DRA levels and increased teacher proficiency.
Weekly planning meetings with K-2 Academic Coach and Literacy Coach to ensure all balanced literacy components and campus expectations are being implemented.	SWP 2.4, 2.5	Administrators Coaches Teachers	Weekly August 2020-May 2021	No funds	Summative-district/campus assessments, lesson plans, walkthroughs
Bi-weekly PLC meetings will be held to plan instruction, develop common assessments, analyze data and planning interventions. Purchase the book, <i>How to Design Questions and Tasks</i> , to assess student thinking for all certified staff.	SWP 2.4, 2.5	Administrators Coaches Teachers	Twice a month September 2020-May 2021	SCE: \$350 Local funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records
Daily implementation of Balanced Literacy in all Kinder-2 nd grade classrooms.		Administrators Coaches Teachers	Daily September 2020-2021	Local funds	Summative-district/campus assessments,

Emphasis placed on Guided Reading and Writer's Workshop.					lesson plans, walkthroughs, running records
Closely track data and monitor student progress through district and classroom data.		Teachers Coaches	Ongoing	No funds	Summative-district/campus assessments, lesson plans, walkthroughs

Strategy 2: Provide additional literacy intervention to students below the expected grade level.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
A K-2 Academic Coach and State Comp Ed Para will be funded by State Comp Ed funds. The facilitator and para will serve to increase student achievement in reading by providing intervention to students below grade level in Kinder-2 nd grades.	SWP 2.4, 2.5, 2.6	K-2 Academic Coach	30 minutes Monday-Thursday	Title 1- 153,655.26	Summative-district/campus assessments, lesson plans, walkthroughs
School-wide intensive, focused built-in intervention time in all Kinder-2 nd grade classrooms will provide additional literacy support to students reading below the expected grade level. Instruction will be based on the students' instructional needs.	SWP 2.4, 2.5, 2.6	Teachers K-2 Academic Coach Administrators	30 minutes Monday-Thursday	iRead LLI HMH	DRA/EDL TPRI/Tejas Lee

Goal 4

<p>Goal Statement: 95.8% of our students at Pink Elementary attended school regularly. In order to achieve eligibility for distinction designations on STAAR, we will need an increase of 1.5% on our campus and virtual attendance rate by May 2021.</p>	<p>CNA Focus Area(s): Student achievement Community and Student Engagement Teacher Quality and Retention School Culture, Climate, and Leadership Effectiveness.</p>
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Strategy 1: Increase parents' awareness of the importance of student attendance and the impact of attendance on student achievement.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Administration will include an attendance section in the weekly staff newsletter and biweekly parent newsletters.		Administrators	Staff newsletter-sent weekly Parent newsletter-sent biweekly	No funds	K-12 Climate Survey
Title I funds will continue to fund our Social Worker's position. The social worker provides additional programs and interventions to support students' emotional and social development.		Administrators Social Worker	Ongoing	Title 1: 153,655	Formative: student group logs, progress reports and report cards.
Grade levels with the highest overall percentage of attendance will be recognized weekly and at the end of every nine weeks.		Administrators	Ongoing August 2020-2021	SCE \$6,465 Local Funds	EOY ADA report
Character Count lessons that addresses the social-emotional health of students.		Counselor	August 2020-2021	No funds	K-12 Climate Survey Discipline reports
Create a positive and welcoming environment by providing incentives to students and positive affirmations.		Administrators Front office	Ongoing August 2020-2021	Local funds	EOY ADA report

Classroom and grade level incentives for attendance, PINK POWER.		Administrators Teachers	Ongoing August 2020-2021	SCE funds Local funds	EOY ADA report
Students will participate in virtual Pride Rallies to recognize students' academic achievement, attendance, and behavior.	SE 2.6	Administrators Counselor Social worker	Once per nine weeks EOY awards ceremony	SCE \$800	Decrease in student office referrals; increase in positive school climate

Strategy 2: Increase parents' awareness of the importance of student attendance.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Administration will conduct monthly raffles to recognize parents whose children attend school and are on time.		Administrators	Once per month	Local funds	Accumulative Absences Report
Attendance will be reported weekly to parents via Facebook.		Leadership Team	Weekly	No funds	ADA Report
Provide resources to families through the use of social media, newsletter, home visits and phone calls.		Administrators Counselors Social Worker	Ongoing	No funds	K-12 Climate Survey

Goal 5

<p>Goal Statement: 1A- The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 33% to 36% and the percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 43% to 46% by June 2021</p> <p>1B- The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 33% to 46% and the percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 43% to 56% by June 2024.</p>	<p>CNA Focus Area(s): Student achievement Community and Student Engagement Teacher Quality and Retention School Culture, Climate, and Leadership Effectiveness.</p>
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Strategy 1: Targeted Tier 1 instruction will be provided daily to support all virtual and on-campus learners in the mastery of the TEKS.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Daily implementation of balanced literacy in all K-3 classrooms. Emphasis placed on Guided Reading and Writer's Workshop.	SWP 2.4, 2.5	Administrators Coaches Teachers	Daily September 2020-2021	Local funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records
Closely track data and monitor student progress through district and classroom data.		Teachers Coaches	Ongoing	No funds	Summative-district/campus assessments, lesson plans, walkthroughs
Coaches will support all teachers with planning in Math and ELAR to ensure that lessons and assessments are aligned to the TEKS.	SWP 2.4, 2.5, 2.6	Coaches Teachers	Weekly	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records
Daily implementation of small group math instruction in all Kinder –3 rd grade classrooms.	SWP 2.4, 2.5	Teachers Coaches Administrators	Daily	No funds	Summative-district/campus

					assessments, lesson plans, walkthroughs
Teachers and students will utilize P-16 components: daily review, fact fluency, homework and immediate feedback. Daily Rigor Spanish 3 rd grade	SWP 2.4	Coaches Teachers Administrators	Daily August 2020-May 2021	Bilingual Allotment: \$7,108	Summative-lesson plans, walkthroughs, running records, universal screeners

Strategy 2: Provide high quality professional development and coaching to build teacher capacity.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Weekly planning meetings with facilitators to ensure all components and campus expectations are being implemented for both virtual and on-campus teachers	SWP 2.4, 2.5	Teachers Coaches	Weekly August 2020-May 2021	No funds	Summative-district/campus assessments, lesson plans, walkthroughs
ELAR/Math Vertical Teams will be held to align reading instruction between all grade levels.	SWP 2.4, 2.5	Literacy Coach BIL/ESL Coach Teachers Administrators	Once each nine weeks	No funds	Summative-district/campus assessments, lesson plans, walkthroughs
All Kinder-through 3 rd grade teachers will complete The Science of Reading Academies over the next three years.		Administrators Coaches Teachers	Over the next 3 years	District funded	Summative-district/campus assessments, lesson plans, walkthroughs

Goal 6:

Goal Statement: The percent of SPED students receiving passing grades on report cards will increase from 73% to 78%.

CNA Focus Area(s): Student achievement
Community and Student Engagement
Teacher Quality and Retention
School Culture, Climate, and Leadership Effectiveness.

Strategy 1: Targeted Tier I instruction will be provided daily to support virtual and on-campus SPED learners in the mastery of TEKS.

Action	Title 1 Element	Staff Responsible	Timeline	Resources	Evaluation
General Education and SPED inclusion teachers will attend a 3-day Stetson co-teach training.	SWP 2.4	General Education Teachers SPED teachers Administrators	Fall 2020	Provided by the district	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
SPED teachers will attend PLCs with General Education for planning and collaboration	SWP 2.5	General Education Teachers SPED teachers Administrators	August 2020 – May 2021	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Ensure virtual SPED students have the instructional materials needed to accomplish their educational goals	SWP 2.6	General Education Teachers SPED teachers Administrators	August 2020 – May 2021	Local funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Collaboration between the general education and SPED teacher to ensure implementation of the student's	SWP 2.5	General Education Teachers SPED teachers Administrators	August 2020 – May 2021	No funds	Summative-district/campus assessments, lesson plans, walkthroughs,

service plan, accommodations, and modifications					running records, universal screeners
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Strategy 2: Provide intense intervention to all SPED students.

Action	Title 1 Element	Staff Responsible	Timeline	Resources	Evaluation
School-wide interventions for ELAR and Math for all SPED students, including ELs. Instructional resources will be determined based on campus need. Countdown to STAAR 3rd-5th grades English/Spanish	SWP 2.4, 2.5, 2.6	Coaches General Ed. teachers SPED teachers Paras	30 minutes ELAR 30 minutes Math Monday-Thursday	Local funds Bilingual funds \$7,108	Through PLC and RTI, teachers will utilize data analysis to monitor student progress.
At least 1 reading tutor and 1 math tutor will be hired.	SWP 2.4, 2.5, 2.6	Administrators Coaches	October 2020-April 2021	SCE \$7,758	Through PLC and RTI, teachers will utilize data analysis to monitor student progress
Daily ELAR interventions (virtual and on-campus learners) Kinder-5th grades	SWP 2.4, 2.5, 2.6	Coaches General Ed. teachers SPED teachers Paras	Daily	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
Daily Math interventions (virtual and on-campus learners) 3rd-5th grades	SWP 2.4, 2.5, 2.6	Math Coach K-2 Academic Coach	Daily	No funds	Summative-district/campus assessments, lesson plans, walkthroughs, running records, universal screeners
After school tutorials will be provided for virtual and on-campus learners, including ELs	SWP 2.4, 2.5, 2.6	Teachers Coaches Administrators	Spring 2021	SCE \$7,758	Summative-district/campus assessments, lesson

and SPED, that need additional support in Reading, Writing, Math, and Science.					plans, walkthroughs, running records, universal screeners
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Financial Summary








Funding Source	Total Amount
Title I Part A	153,655
State Compensatory Ed	14,223
Local Funds	42,674.50
Title III	7,108

SBDMC Members

Name	Position
Tiffany C. Foster	Principal
Katrina McLean	Assistant Principal
Martha Otto	Kindergarten
Erika Moreno	1 st grade
Anita Kelley	2 nd grade
Michelle Narvaez	3 rd grade
Jesus Hernandez	4 th grade
Randi Martinez	5 th grade
Lisa Horsch	Specials
Nikeshia Walker/Norma Sanchez	Content Team
Eunice Collier	Special Education
Krystle Henry	Title I Coordinator
Brittany Moreno	Parent
Joyce Walter	Community Member
Melissa Toon	Business Partner

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>			

**Additional Information to Address Title I Elements
(Title I Campuses ONLY)**

2.2 Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2020-2021 school year and/or evaluated during the following months (November, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows: November 11, February 17, April 21, and May 19.

2.3 Available to parents and community in an understandable format and language

To help parents be informed, the campus will provide the following in English and Spanish for families: CIP, Title I, Part A: School-Parent Compact, and the Title I, Part A: Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent engagement activities, and in the State and Federal Programs Office at the district's administration building.

3.1 Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be uploaded as an announcement in Canvas in English and/or Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

3.2 Offer flexible number of parent involvement meetings

This school will offer a flexible number of meetings to be held in both the morning and afternoon. Proposed dates for meetings are September 15, 2020, at 8:30am and September 17, 2020, at 5:30pm, both via Zoom. Meetings will consist of sharing Title 1 information and ways to support student learning and improve on-campus/virtual student attendance.