

Lamar Consolidated Independent School District

Tamarron Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Tamarron Mission Statement

Through an outstanding education, community, and leadership, Tamarron Elementary will empower children to find and use their voice.



Vision

Tamarron Vision Statement

Tamarron Elementary will develop leaders who know their voice and are equipped to accomplish their purpose in life.



Value Statement

We Believe

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Every Child Can Learn

We are Change Agents

Teachers Empower Children to Lead their Own Learning

Everyone has Genius

Teachers Develop the Whole Person

Everyone is a Leader

In Family Culture



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics:

Asian - 8%

African American - 23%

White - 22%

Hispanic - 42%

Mixed Race - 4 %

At-Risk - 40%

English Language Learners - 23%

Special Education - 11%

Economically Disadvantaged - 45%

Staff Demographics

Asian - 4%

African American - 30%

White - 46%

Hispanic - 20%

Demographics Strengths

Tamarron is a multi-racial, multi-lingual campus. We are very diverse as is evidenced by various cultures from all over the world.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 40% of our student population is at-risk with a majority of those students being English Language Learners. **Root Cause:** The Tamarron community consists of many immigrants who are non-English or limited-English speaking.

Student Learning

Student Learning Summary

STAAR information based on 2020-2021 released scores.

- In 3rd - 5th Grade, 74% of students scored Approaches, 40% of students scored "Meets Grade Level or Above" in MATH STAAR
- In 3rd - 5th Grade, 78% of students scored Approaches, 54% of students scored "Meets Grade Level or Above" in READING STAAR
- in 4th Grade, 59% of students scored Approaches, 21% of students scored "Meets Grade Level or Above" in WRITING STAAR
- In 5th Grade, 77% of students scored Approaches, 37% scored "Meets Grade Level or Above" in SCIENCE STAAR
- This is the first year that Tamarron Elementary has taken STAAR tests.

GRA and TPRI Information based on 1st and 2nd Nine Weeks Data from 2020-2021 School Year.

- Kindergarten - 54% of students are on or above reading level.
- 1st Grade - 57% of students are on or above reading level.
- 2nd Grade - 76% of students are on or above reading level.

Student Learning Strengths

3rd - 5th Grade students increased from 54% to 74% Approaches in Math and from 22% to 40% Meets Grade Level or Above from November until May based on predicted data from Interim Assessments.

3rd - 5th Grade students increased from 69% to 78% Approaches in Reading and from 37% to 54% Meets Grade Level or Above from November until May based on predicted data from Interim Assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 54% of Kindergarten students and 57 % of First Grade students are Reading on Grade Level. **Root Cause:** A combination of the COVID slide combined with the large numbers of students that are Limited or Non-English Speaking is creating a gap in English Language Arts.

Problem Statement 2: Sheltered Instruction is inconsistent with Tamarron teachers resulting in an academic gap in our EL population. **Root Cause:** Tamarron hired teachers from all over the country. Only four teachers have experience within LCISD and know the best practices/protocols for assisting ELs.

Problem Statement 3: Only 21% of Tamarron students in 4th Grade scored Meets Grade Level or Above on the Writing STAAR. **Root Cause:** Students did not come into 4th Grade with the necessary skills to meet state standards. Writing instruction needs more emphasis in lower grade levels.

School Processes & Programs

School Processes & Programs Summary

INSTRUCTION

- Last year was Tamarron's first year. Establishing a culture of Kindness and Respect was our first priority. With the implementation of the Tamarron Green Book, culture is defined in efforts to establish longevity.
- Tamarron established norms in PLCs to include expectations for planning, instruction, and monthly data teams.
- Tamarron has established a long-term Problem of Practice centered around Talk/Read/Talk/write strategies to improve Reading and Writing scores. Basic Instructional Rounds were started. Tamarron is poised to build upon what was established last year.
- Tamarron K-2 teachers received training on Next Steps to Guided Reading. PLCs were centered around helping teachers to have effective, consistent Guided Reading lessons daily.
- Tamarron began the year with over 60% of students receiving virtual learning. By the start of the 4th Nine Weeks that percentage went down to approximately 20%. The COVID slide is evident at Tamarron but we were able to close the gaps more effectively through face to face instruction.
- Tamarron utilizes Pack Time each morning from 7:15 - 8:20 to assist students with academic readiness (MTSS).

CULTURE

- Tamarron separates the staff and students into 'dens'. Dens are designed to provide social supports for students, provide leadership opportunities for students, and to motivate students to want to participate in school.
- Tamarron celebrates students for Random Acts of Kindnes and Timberwolf of the month reinforcing lessons taught through Character Counts.
- Tamarron teachers utilize Capturing Kids Hearts strategies of greeting students at the door and establishing Social Contracts.
- Tamarron has monthly Color Out Days where students show pride in their dens and participate in Den competitions.
- Tamarron has a school wide Magic Day each year. In addition, each Grade level team plans a magic day once a year.

STAFF

- Teachers are supported instructionally through Instructional Facilitators.
- Teachers are celebrated through monthly staff celebrations. Teachers of the Month and Para of the Month are celebrated as well birthdays and other staff accomplishments.

School Processes & Programs Strengths

- Tamarron has well established a culture of kindness, respect, and acceptance. Tamarron has published our Green Book and is teaching its contents to the students through morning announcements, Dens, and Character Counts.
- PLCs meet at least twice a month, laying the ground work for data driven decision making. PLCs also provide staff development to teachers in a small group environment, tailoring training to meet the specific needs of grade level teams.
- Staff has several opportunities to celebrate each other as well as to plan and collaborate. Tamarron is intentional about cultivating positive relationships within the school.
- Intevention time (Pack Time) provides targetted intervention to increase student performance at all levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The state of Texas has declared that all State testing will soon be completed online. Many of our students do not perform as well online as they do on paper exams. **Root Cause:** Test taking strategies to include Close Reading and Problem Solving are taught to students on paper. Students are also used to taking paper major exams.

Problem Statement 2: Tamarron has dedicated Pack Time to provide differentiated academic supports for students (MTSS). PLCs have not always been as effective as they need to be to close the gaps caused by COVID. PLCs could give more individualized instructional strategies and supports for struggling students. **Root Cause:** Much of the PLC time during the first semester was used organizing Canvas lessons, assisting in virtual instruction, and providing teachers training on the PLC process.

Problem Statement 3: K-2 finished the year with a high percentage of students, especially ELs, that are reading below grade level. **Root Cause:** Sheltered instruction strategies are not consistently being implemented by teachers.

Perceptions

Perceptions Summary

Culture and Climate was the priority this past school year. Tamarron was successful in starting many important programs such as Student Ambassadors, Dens, Color Out Days, Character Fridays, RAK Kids, Timberwolf of the Month, and Library Helpers. Tamarron established campus wide magic days as well as grade level magic days. Tamarron had a very successful Kindness week which included a multi-cultural parade. Tamarron published and began training on its Green Book and will continue training in 2021-2022.

Tamarron operates out of a list of paradigms that each teacher is asked to embrace. We believe that every child can learn, that we are change agents, that teachers empower children to lead their own learning, that everyone has genius, that teachers develop the whole person, that everyone is a leader, and we believe in the culture of family.

Tamarron's mission statement says a lot about our beliefs. We believe that through an outstanding education community, and leadership, Tamarron Elementary will empower children to find and use their voice. We will use 3 things, an outstanding education, our wonderful Tamarron Community, and teaching students to be leaders, to empower our students to find and use their voice. In other words, to discover their genius.

Tamarron communicates to the community through monthly Principal messages, through weekly newsletters, and through the website, facebook and instagram. Teachers communicate through class dojo, canvas, telephone and zoom conferences and email.

Perceptions Strengths

Through the use of Color Out days, Den competitions, Kindness Week, Magic days, themed dress out days, and teacher enthusiasm, we believe that students are motivated to come to school and enjoy every day that they attend Tamarron Elementary. We ensure that students are greeted with kindness, joy, and love. Students and parents have responded in kind.

We believe in celebrating success and using celebrations to encourage others toward good character. We continue to celebrate random acts of kindness (RAK), and Character Counts. Students are celebrated for kind deeds and following the pillars of Character Counts on the morning announcements.

Due to COVID, district policy allowed students to get credit for school by logging into canvas or emailing their teacher. Attendance policies have not been taken as seriously as in prior years. We expect an adjustment in families this year as we begin to enforce compulsory attendance to the extent that we have in prior years. Attendance and tardies were very high this past year. We attribute some to COVID and some to families who took advantage of policies aimed at extending grace during a pandemic.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on comments from the campus climate survey, some parents feel as though Tamarron Elementary could do a better job of communicating information in a variety of mediums. Not all families have facebook, email, or listen to voice messages. **Root Cause:** Information has not always been delivered to parents using all communication mediums.

Problem Statement 2: Although the Tamarron Mission statement was well taught to students and can be recited by students and staff, several parts of the Green Book are not fully understood. **Root Cause:** Emphasis was placed on the school mission statement through morning announcement. The school motto, school song, and Belief statements have not yet been taught consistently to the students or staff.

Problem Statement 3: Student absences were very high and multiple students arrived tardy daily. **Root Cause:** Due to the district policies of grace due to COVID, parents took advantage of the district's COVID policy and some parent attitudes were very lackadaisical toward school attendance.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data





Goals

Goal 1: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Math will increase from 26% to 50% by June of 2024.

Performance Objective 1: Tamarron Elementary will provide quality Tier 1 instruction to target numerical fluency and problem-solving strategies to ensure adequate mathematical growth of all students, including all early childhood learners.

Evaluation Data Sources: STAAR Math
MAP data
Interim Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Tamarron will utilize Math PLCs with interactive data walls to track progress of students and plan remediation strategies for all students including ELs, at-risk, and special needs students.</p> <p>Strategy's Expected Result/Impact: 2021 Math STAAR Major Grades 9 Weeks PMAs</p> <p>Staff Responsible for Monitoring: Math Facilitator Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize in school part-time tutors to assist at-risk students including ELs, Sped, and at-risk students.</p> <p>Strategy's Expected Result/Impact: 2021 Math STAAR 9 Weeks PMAs Major Grades</p> <p>Staff Responsible for Monitoring: Math Facilitator Principal</p> <p>Funding Sources: Part Time Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,691, Supplemental Materials for Math Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,242.50</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Tamarron will utilize a Math Facilitator to coach and model numerical fluency strategies. Facilitator will also assist in tutoring at-risk students.</p> <p>Strategy's Expected Result/Impact: 2021 Math STAAR 9 Weeks PMAs Major Grades</p> <p>Staff Responsible for Monitoring: Math Facilitator Principal</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Tamarron will utilize a Math Facilitator to assist teachers in planning quality lessons which include numerical fluency and problem-solving strategies.</p> <p>Strategy's Expected Result/Impact: Team Planning Agendas PLC Agendas Lesson plans</p> <p>Staff Responsible for Monitoring: Math Facilitator Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Assist K-2 teachers in planning and instruction of numerical fluency to include number talks to increase student preparedness for future learning.</p> <p>Strategy's Expected Result/Impact: Major Grades 9 Weeks PMAs Monthly PLC Agendas</p> <p>Staff Responsible for Monitoring: Math Facilitator Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize PreK teachers to enrich language skills of ELs and Dual Language students by utilizing sentence stems and student discourse to help prepare students to be academically prepared for Kindergarten Math.</p> <p>Strategy's Expected Result/Impact: Report Cards Kindergarten Checklist</p> <p>Staff Responsible for Monitoring: Principal Bilingual Facilitator Math Facilitator</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Math will increase from 26% to 50% by June of 2024.

Performance Objective 2: Tamarron Elementary will provide quality and timely staff development on guided math and numerical fluency to ensure that all teachers are utilizing best instructional practices to ensure adequate growth in Mathematics.

Evaluation Data Sources: STAAR Math
 MAP data
 Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Align class schedules to provide unified planning and PLC times in order to train teachers in Number Talks and Numerical Fluency during PLCs</p> <p>Strategy's Expected Result/Impact: Report Cards Grade Reports Data Tracking Sheets</p> <p>Staff Responsible for Monitoring: Principal Team Leaders Math Facilitator</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Tamarron will utilize PLCs to unwrap TEKS and train teachers in Numerical Fluency to include the effective use of graphic organizers and manipulatives for teachers.</p> <p>Strategy's Expected Result/Impact: 2021 Math STAAR Numerical Fluency Indicators 9 Weeks PMAs Data Tracking Sheets</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Reading will increase from 62% to 76% by June 2024.

Performance Objective 1: Tamarron Elementary will provide quality Tier 1 instruction to target fluency and comprehension to ensure adequate growth of all students in reading to include all early childhood learners.

Evaluation Data Sources: STAAR Reading
 Benchmark Data
 MAP data
 GRA/EDL
 Tx Kea

Strategy 1 Details	Reviews			
<p>Strategy 1: Tamarron Elementary Grade Level Teams will develop a uniform daily instructional schedule that includes the components of Balanced Literacy.</p> <p>Strategy's Expected Result/Impact: Consistent best instructional practices daily.</p> <p>Staff Responsible for Monitoring: Reading Facilitator Asst. Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Tamarron Elementary will utilize Next Steps to Guided Reading rubrics and lesson plans to differentiate instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Effective differentiated strategies to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Literacy Coach Asst. Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Tamarron Elementary Reading Teachers will utilize HMH to instruct revising and editing to students during carpet time daily in Grades K-5.</p> <p>Strategy's Expected Result/Impact: Increase Writing Proficiency in all students.</p> <p>Staff Responsible for Monitoring: Literacy coach Asst. Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Tamarron Elementary will utilize part time tutors to support at-risk students in Reading.</p> <p>Strategy's Expected Result/Impact: Increase academic growth of at-risk students.</p> <p>Staff Responsible for Monitoring: Literacy Coach</p>	Formative			Summative
	Nov	Feb	Apr	June

Principal

Funding Sources: Part Time Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,691,
Supplemental Tutoring materials for at-risk students - 199 PIC 24 State Compensatory Ed (SCE) Accelerated
- \$2,242.50



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Reading will increase from 62% to 76% by June 2024.





Performance Objective 2: Tamarron will utilize ELA PLCs with interactive data walls to track progress of students and plan remediation strategies for all students including ELs, At-risk, and Special Needs students.

Evaluation Data Sources: TPRI

GRA

Interim Assessments

STAAR Reading





Strategy 1 Details	Reviews			
<p>Strategy 1: Tamarron Elementary will utilize PLCs to analyze data and develop interventions for all students after major assessments, Interim Assessments, and 9 weeks Assessments.</p> <p>Strategy's Expected Result/Impact: Ensure academic growth of every student.</p> <p>Staff Responsible for Monitoring: Literacy Coach Asst. Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Tamarron Elementary will utilize Pack Time to provide interventions for all students based on data from Interim Assessments, 9 Weeks Assessments, and major assessments.</p> <p>Strategy's Expected Result/Impact: MTSS. Academic Growth of all students.</p> <p>Staff Responsible for Monitoring: Literacy Coach Asst. Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The percentage of students in grades K-5 reading at grade level or higher will increase to 75% using the GRA for K-2 and MAP testing data for grades 3-5 by 30 May 2022.

Performance Objective 1: Assist K-1 teachers in planning and instruction of balanced literacy components including read-alouds, shared-reading, guided reading, conferencing and word work, to increase student preparedness for future learning.

Evaluation Data Sources: GRA/EDL
TPRI/Tejas Lee





Strategy 1 Details	Reviews			
Strategy 1: Grade level teams will develop and follow a schedule that outlines their daily balanced literacy instruction. Staff Responsible for Monitoring: Literacy Facilitator Asst. Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure that teachers are providing read-alouds or shared readings daily. Staff Responsible for Monitoring: ELA Facilitator Asst. Principal Principal Targeted Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize Next Steps to Guided Reading plans to ensure small group instruction and the differentiation of small groups.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure that teachers are providing consistent, quality tier 1 instruction in phonics to increase foundational fluency and word attack skills of early childhood learners.	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Tamarron Elementary will utilize supplemental staff to assist with the academic growth of at-risk students to include, ELs, Pre K, and Special Needs students.</p> <p>Strategy's Expected Result/Impact: Increase the academic growth of at-risk students.</p> <p>Staff Responsible for Monitoring: Bilingual ESL Coach Literacy Coach Principal</p> <p>Funding Sources: Reading Facilitator and Bilingual Facilitator - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$122,526.09</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide supplemental Reading materials for bilingual students and ELs which facilitates bi-literacy and provides a cultural connection with the students' background and experiences.</p> <p>Strategy's Expected Result/Impact: Increase student academic growth in Reading.</p> <p>Staff Responsible for Monitoring: Bilingual ESL Coach Principal</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$5,764</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The percentage of students in grades K-5 reading at grade level or higher will increase to 75% using the GRA for K-2 and MAP testing data for grades 3-5 by 30 May 2022.

Performance Objective 2: Tamarron Elementary will provide quality and timely staff development on balanced literacy and Talk, Read, Talk Write to ensure that all teachers are utilizing best instructional practices to ensure adequate growth in reading.





Evaluation Data Sources: Balanced Literacy School Rubric
Talk, Read, Talk Write School Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with district specialists in ALP and reading to develop targeted tier 1 instruction including Talk Read Talk Write, Next steps to Guided Reading and Sheltered Instruction.</p> <p>Strategy's Expected Result/Impact: Enrich language skills of ELs and Dual Language students by utilizing sentence stems and student discourse to help increase reading comprehension preparedness.</p> <p>Staff Responsible for Monitoring: Bilingual Facilitator Reading Faciliotator</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Tamarron Elementary will utilize PLCs to unwrap TEKS and train teachers in guided reading and word study to include the effective use of conferring for teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize instructional rounds to facilitate systemic growth in the area of Talk Read Talk Write.</p> <p>Strategy's Expected Result/Impact: Increase student growth in ELA</p> <p>Staff Responsible for Monitoring: Literacy Coach Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Tamarron Elementary School will support the social-emotional and academic growth of all stakeholders. Efforts will result in a minimum of 95% of parents and fifth grade students rating Tamarron as an A or B school on the 2022 Campus Climate Survey.

Performance Objective 1: Tamarron Elementary School will create opportunities to engage and collaborate with the Tamarron community.

Evaluation Data Sources: Tamarron Parent Climate Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with district specialists and the Wharton County Junior College to provide English Language Academy support to ESL parents.</p> <p>Strategy's Expected Result/Impact: This will result in increased academic abilities of Tamarron families which will indirectly, positively impact the academic capabilities of the Tamarron students.</p> <p>Staff Responsible for Monitoring: District specialists Bilingual Facilitator</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the Tamarron Green Book to teach elements of Tamarron school culture to staff, students and community stakeholders. These elements will include the campus mission statement, the campus motto and Tamarron's seven belief statements.</p> <p>Strategy's Expected Result/Impact: This will lead to an increase in the social-emotional stability of the Tamarron community.</p> <p>Staff Responsible for Monitoring: School Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Tamarron Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 7.25

Brief Description of SCE Services and/or Programs

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Personnel for Tamarron Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Criselda Pfitzinger	PreK Bilingual	1
Crystal Thompkins	PreK teacher	1
Cynthia Hudgens	Literacy Coach	0.25
Hannah Loney	PreK Teacher	1
Laura Martinez Perez	PreK Aide	0.5
Maria Barreto Bello	PreK Bilingual	1
Maria Espinoza-Sanchez	PreK bilingual Aide	0.5
Mayule Azocar Maurera	PreK bilingual Aide	0.5
Urvi Rana	Pre K Aide	1
Vilma Dominguez	Bilingual/ESL Coach	0.5

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Mark Melendez	Principal
Administrator	Makia Walls	Asst. Principal
Non-classroom Professional	Chrissy Konyha	Math Facilitator
Non-classroom Professional	Lekia Holden	Counselor

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mark Melendez	Principal
Classroom Teacher	Stephanie Lybarger	1st Grade Teacher
Classroom Teacher	Nina Hunter	3rd Grade Teacher
Classroom Teacher	Darius Barnes	4th Grade Teacher
Classroom Teacher	Katie Murphy	Kindergarten Teacher
Parent	Amy Jacobs	Parent
Parent	Galen Dino	Parent

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Part Time Tutor		\$2,691.00
1	1	2	Supplemental Materials for Math Tutorials		\$2,242.50
2	1	4	Part Time Tutor		\$2,691.00
2	1	4	Supplemental Tutoring materials for at-risk students		\$2,242.50
3	1	5	Reading Facilitator and Bilingual Facilitator		\$122,526.09
Sub-Total					\$132,393.09
Budgeted Fund Source Amount					\$132,393.09
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
3	1	6			\$5,764.00
Sub-Total					\$5,764.00
Budgeted Fund Source Amount					\$5,764.00
+/- Difference					\$0.00
Grand Total					\$138,157.09

Addendums