

Castleberry Independent School District
Joy James Academy of Leadership
2023-2024 Campus Improvement Plan



Public Presentation Date: October 16, 2023

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Goals




Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy





Performance Objective 1: Joy James will increase in the overall "meets" performance level to 60% on the 2024 A-F Accountability Ratings



HB3 Goal

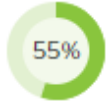


Evaluation Data Sources: Student and Teacher Portfolios, Unit Assessments, Benchmarks, STAAR,


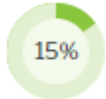




Strategy 1 Details	Reviews			
<p>Strategy 1: Review data at all grade levels and develop immediate action plans for targeted interventions following all assessments using data tracking systems during the PLC/MTSS process.</p> <p>Strategy's Expected Result/Impact: Growth in student engagement, performances and campus data on all STAAR tests.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Campus Academic Leader, Campus Administration, TLI Team</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 13, 14, 15</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>40%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide embedded professional learning opportunities that support accelerated learning and increased student engagement with TIER I instruction through PLCs, peer observations and T-Tess coaching sessions.</p> <p>Strategy's Expected Result/Impact: Increased efficacy Sustainability</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teaching, Learning and Innovation Team will meet with K-5 teams and provide overviews of guiding documents, scope and sequence, pacing calendars, and district created assessments along with answering questions regarding upcoming instructional units</p> <p>Strategy's Expected Result/Impact: Growth in student literacy levels and performances on all assessments</p> <p>Staff Responsible for Monitoring: TLI Team, Campus Administration, Teachers</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 11, 13, 14, 15</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the use of content area writing tools and strategies that will deepen students' understanding of the content, enhance critical thinking skills, and grow students' overall literacy development.</p> <p>Strategy's Expected Result/Impact: Core content teachers consistently utilize student digital portfolios to collect and house students' writing samples, self-assessments, goal-setting, and reflections on their progress and growth as a writer in that discipline</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Teachers, Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Focus on Tier I instruction to ensure the level of rigor remains at apply or higher, 50% or more of the instructional time through on- going frequent planning with the use of high yield instructional strategies, and coaching/ feedback meetings.</p> <p>Strategy's Expected Result/Impact: Increased level of student achievement</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Principal, Assistant Principal</p> <p>Problem Statements: Demographics 3, 5, 6 - Student Learning 1, 2, 13, 14, 15</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will utilize TEKS aligned online resources and materials for hands-on math and science activities to help reinforce skills and differentiate interventions for individual students.</p> <p>Strategy's Expected Result/Impact: Increased targeted and individualized interventions</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Campus Academic Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 13, 14, 15</p> <p>Funding Sources: - 410- IMA, - Federal Funds: ESSER, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement district developed K-5 vertically aligned core curriculum which includes the 5E Model (engage, explore, explain, elaborate, and evaluate), and a fall and spring teacher collaboration with the content coordinator and coach.</p> <p>Strategy's Expected Result/Impact: increased performance in math, increased student achievement, increased performance on AMC</p> <p>Staff Responsible for Monitoring: TLI Staff, Principals, CAL, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 4, 13</p> <p>Funding Sources: - 410- IMA, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Science and math will support the implementation and utilization of a district-wide method for analyzing and interpreting science and math problems (RUBIES- Science, UPS Check- Math).</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on science assessments</p> <p>Staff Responsible for Monitoring: Science Coordinators, Principals, CALs</p> <p>Problem Statements: Student Learning 13, 14, 15</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Implement MAPs testing with a focus on utilizing the data reports to pinpoint student growth areas and develop effective interventions where needed.</p> <p>Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions. Growth in skills leading to increases in ELA and Math scores.</p> <p>Staff Responsible for Monitoring: MTSS/504 Coordinator, Teaching, Learning, and Innovation Staff, Principals, CALs</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Support teachers with implementing writing responses (short and extended) aligned to assessments to connect reading and writing.</p> <p>Strategy's Expected Result/Impact: Growth in STAAR writing scores, Student writing samples that show growth over time, student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers</p> <p>Staff Responsible for Monitoring: English Language Arts/Reading Coordinators, English Language Arts/Reading Coaches, Principals, CALs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Improve the effectiveness of Professional Learning Communities (PLCs) promoting collaboration and continuous professional growth among educators by documenting collaborative activities and accessing the impact on instructional practices and increased student achievement during progress monitoring.</p> <p>Strategy's Expected Result/Impact: More effective PLCs, increased effectiveness of instruction, increased student performance</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principal, Campus Academic Leader</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 11, 13, 14, 15 - School Processes & Programs 4 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Support teachers with the use of the lesson planning framework that includes clear learning objectives, varied instructional strategies, and formative assessment methods that align teaching with the curriculum and the tested content while meeting the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: More targeted lesson plans, improved Tier 1 instruction, increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching, Learning, and Innovation, Executive Director of Educational Leadership, Teaching, Learning, and Innovation Department, Principals, APs, CALs</p> <p>Problem Statements: Student Learning 1, 2, 13, 14, 15</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: The campus will increase the effectiveness of Tier I instruction by supporting professional learning provided by TLI on the use of high yield instructional strategies to accelerate learning for all students including special populations.</p> <p>Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction and growth in student student achievement</p> <p>Staff Responsible for Monitoring: TLI staff, CAL, AP, Principal</p> <p>Problem Statements: Student Learning 1, 2, 13, 14, 15</p> <p>Funding Sources: - 199 - General Fund, - Federal Funds: ESSER, - 215 - Title I, Part D, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Campus administration will communicate professional development needs with the Teaching, Learning, and Innovation team based on campus goals, walkthrough data, T-TESS, professional learning communities, instructional rounds, progress monitoring, and other assessments of instructional practices leading to 60% of students achieving a "meets" level score on the STAAR assessment or higher.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, CALs</p> <p>Problem Statements: Student Learning 1, 2, 13, 14, 15</p> <p>Funding Sources: - 199 - General Fund, - Federal Funds: ESSER, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 15 Details	Reviews			
<p>Strategy 15: Campus administrators will implement the district wide standardized Teacher Walk Through form and evaluate 100% of teachers using the T-TESS rubric to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes from the previous year.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, Increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals</p> <p>Problem Statements: Demographics 6 - Student Learning 1, 2, 13, 14, 15</p>	Formative			Summative
	Nov	Jan	Mar	June
	 15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>
<p>Problem Statement 5: JJE met the TELPAS target in 2021-2022. However, the state has raised the TELPAS target for 2022-2023. There must be an intentional focus on making a year's growth on TELPAS for all students. Root Cause: The state has raised the TELPAS target to 38.</p>
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
Student Learning
<p>Problem Statement 1: 39% of Kindergarten, 15% of First Grade, and 16 % of Second Grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. Root Cause: Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.</p>
<p>Problem Statement 2: Only 57% of Kinder, 47% of First, and 48% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. Root Cause: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.</p>

Student Learning

Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 4: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. **Root Cause:** Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks .

Problem Statement 11: 5.8% of students at JJE receive gifted and talented services versus 8.0% at the state level. **Root Cause:** Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability.

Problem Statement 13: STAAR Math performance is 35% at meets and 12% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 14: STAAR Reading performance is 39% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 15: STAAR 5th Grade Science performance is 20% meets, and 11% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

School Processes & Programs

Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.




Perceptions


Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. **Root Cause:** We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.





Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 2: Joy James will increase Academic Growth to 85% on the 2023 A-F Accountability Ratings.

Evaluation Data Sources: Unit Assessments, Benchmarks, Student Artifacts, Student Portfolios, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Support campus staff in analyzing Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to facilitate the development of campus action plans.</p> <p>Strategy's Expected Result/Impact: Increased student performance on indicators monitoring student progress in Early Literacy, Numeracy, STAAR Scores (Domain 2)</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal, TLI Team</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen teacher capacity with literacy development through intentional observations and feedback by the TLI and CLT during guided reading instruction.</p> <p>Strategy's Expected Result/Impact: Reading levels will show a minimum of one year's growth</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Reading Interventionist</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide and support accelerated instructional opportunities and enrichment such as tutoring embedded in the instructional day, ACE After School Program, PACE Saturdays, summer school, afterschool tutoring.</p> <p>Strategy's Expected Result/Impact: Support student growth and increase academic scores</p> <p>Staff Responsible for Monitoring: Executive Director of Executive Leadership, Principal, CAL</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4, 11</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: By the end of the 23-24 school year, the district will ensure Campus Academic Leaders know how and when to utilize MAPS reports to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.</p> <p>Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions, Growth in skills leading to increases in ELA and Math scores</p> <p>Staff Responsible for Monitoring: MTSS/504 Coordinator, Principals, CALs</p> <p>Problem Statements: Demographics 6 - Student Learning 1, 2, 4, 13, 14, 15</p>	Formative			Summative
	Nov	Jan	Mar	June
	 45%			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
Student Learning
<p>Problem Statement 1: 39% of Kindergarten, 15% of First Grade, and 16 % of Second Grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. Root Cause: Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.</p>
<p>Problem Statement 2: Only 57% of Kinder, 47% of First, and 48% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. Root Cause: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.</p>
<p>Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. Root Cause: Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.</p>
<p>Problem Statement 4: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. Root Cause: Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks .</p>
<p>Problem Statement 11: 5.8% of students at JJE receive gifted and talented services versus 8.0% at the state level. Root Cause: Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability.</p>
<p>Problem Statement 13: STAAR Math performance is 35% at meets and 12% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
<p>Problem Statement 14: STAAR Reading performance is 39% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>


Student Learning






Problem Statement 15: STAAR 5th Grade Science performance is 20% meets, and 11% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 3: For JJA, all subpopulation indicators will meet the interim academic target of 3 in Closing the Gaps on the 2024 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

Evaluation Data Sources: Unit Assessments, Benchmarks, Student Artifacts, Portfolios, Progress monitoring data sheets
A-F Accountability Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure a strong focus on sub population data collected during academic progress monitoring and revise targeted action plans as needed.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal, Teachers</p> <p>Title I: 2.4</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 5, 6</p> <p>Funding Sources: - 199 - General Fund, - Federal Funds: ESSER, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to monitor, expand and strengthen a co-teach model for our Inclusion Program including training of general education teachers in order to align and progress monitor targeted SPED goals in STAAR areas.</p> <p>Strategy's Expected Result/Impact: Growth in student performances on all assessments</p> <p>Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide continuous support and professional development to special education and general education teachers regarding small group implementation, effective accommodations and instructional best practices with differentiation.</p> <p>Strategy's Expected Result/Impact: Decreases in academic gaps related to skills in math, reading, and writing</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Interventionists, Resource Teachers, Special Programs Coordinator, MTSS/504 Coordinator</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



Performance Objective 3 Problem Statements:






Demographics
<p>Problem Statement 3: The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p> <p>Problem Statement 5: JJE met the TELPAS target in 2021-2022. However, the state has raised the TELPAS target for 2022-2023. There must be an intentional focus on making a year's growth on TELPAS for all students. Root Cause: The state has raised the TELPAS target to 38.</p> <p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 4: Overall Goal: College, Career, and Military (CCMR) Readiness measure will increase from 77 to 90 scaled score on the 2024 A-F Accountability Ratings.

Evaluation Data Sources: CCMR Spreadsheet and Data Suite

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will continue to develop and demonstrate self-management, self-awareness, social-awareness, interpersonal, and decision-making skills through implementation of The Leader In Me social emotional learning program.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals</p> <p>Increase in students using appropriate social skills outside of school</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Campus Administration</p> <p>Title I: 2.5</p> <p>Problem Statements: Perceptions 2, 3</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide classroom instruction, extra-curricular programs, and various campus project based learning opportunities that promote community and global connectedness.</p> <p>Strategy's Expected Result/Impact: Increase in relevant instructional activities which engage students</p> <p>Increase in students using appropriate social skills outside of school</p> <p>Staff Responsible for Monitoring: Teachers, Club Sponsors, Counselor, Librarian, Campus Administration, Campus Academic Leader</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 11 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Highlight college, career and military awareness opportunities at nine weeks assemblies, monthly District activities, and on campus Career Day.</p> <p>Strategy's Expected Result/Impact: Increased awareness of future opportunities</p> <p>Staff Responsible for Monitoring: Counselor, Librarian Campus Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Campus budget - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



Performance Objective 4 Problem Statements:






Student Learning
<p>Problem Statement 11: 5.8% of students at JJE receive gifted and talented services versus 8.0% at the state level. Root Cause: Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability.</p>
School Processes & Programs
<p>Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.</p>
Perceptions
<p>Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. Root Cause: Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.</p> <p>Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. Root Cause: We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.</p>

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 5: Five year graduation rate will increase to 98% and in Closing the Gaps meeting the long term target of 4 on the 2024 A-F Accountability Ratings.

Evaluation Data Sources: Leaver Tracking Notebook

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will take an active role in achieving and demonstrating competency in their personal learning goals throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased instructional effectiveness</p> <p>Student tracking of personal progress with data notebooks, student electronic portfolios, student blogs, and student "Leader In Me" journals/materials</p> <p>Higher student performances in class and on all assessments</p> <p>Staff Responsible for Monitoring: Teachers, Students, Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2, 5 - Perceptions 3</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide attendance incentives throughout the year for all grade levels.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teachers, Assistant Principal, Principal</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - 461 - Campus Activity Fund, - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school.</p> <p>Strategy's Expected Result/Impact: Increase attendance percentages at each campus, decrease dropout rate</p> <p>Staff Responsible for Monitoring: Campus Attendance Clerks, Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 4: The 22-23 campus attendance rate is below 95%. Root Cause: Not enough parents understand the importance of consistent school attendance nor connect it with current and future academic performance.</p>
School Processes & Programs
<p>Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.</p>
<p>Problem Statement 5: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. Root Cause: Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.</p>
Perceptions
<p>Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. Root Cause: We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.</p>

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 6: Emergent Bilinguals will meet the target of 49% for English Language Proficiency which will result in a 3 in Closing the Gaps on the 2024 A-F Accountability Ratings.

Evaluation Data Sources: TELPAS, writing benchmarks, Unit Tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support for teachers with implementation of the ELPS and the instructional delivery of vocabulary and language instruction in all content areas during whole group and student independent work periods.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for EB students in all areas and on the TELPAS</p> <p>Staff Responsible for Monitoring: Bilingual ESL Coordinator, Bilingual ESL Coach, Teachers, Campus Academic Leader, Principal, Assistant Principal, TLI members</p> <p>Problem Statements: Demographics 5</p> <p>Funding Sources: - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JJA will implement content based language supports added to the guiding documents by TLI.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for EB students in all areas and on the TELPAS</p> <p>Staff Responsible for Monitoring: Teachers, ESL/Bilingual Coordinators, Campus Academic Leader, Principal, Assistant Principal</p> <p>Problem Statements: Demographics 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Intentionally add focus to TELPAS data (listening, speaking, reading, and writing) during all student reviews such as Progress Monitoring, MTSS, 504 meetings, ARD's, and PLC data reviews.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for EB students in all areas and on the TELPAS</p> <p>Staff Responsible for Monitoring: Bilingual ESL Coordinator, Bilingual ESL Coach, Teachers, Campus Academic Leader, Principal, Assistance Principal, TLI members</p> <p>Problem Statements: Demographics 5</p> <p>Funding Sources: - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

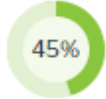
Demographics





Problem Statement 5: JJE met the TELPAS target in 2021-2022. However, the state has raised the TELPAS target for 2022-2023. There must be an intentional focus on making a year's growth on TELPAS for all students. **Root Cause:** The state has raised the TELPAS target to 38.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 7: JJA's identified gifted and talented population will increase by 1.2% to mirror the state percentage of identified students.

Evaluation Data Sources: TAPR, Skyward Data, Castleberry ISD Gifted/Talented Program of Services

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for teachers and staff to identify gifted behaviors and gifted behaviors specific to students of poverty. Train teachers to use planned experiences for collecting work samples, identify gifted traits in work samples, and keep anecdotal records of examples of gifted behaviors they witness.</p> <p>Strategy's Expected Result/Impact: A strong understanding of giftedness and an increase in the number of students identified for the services</p> <p>Staff Responsible for Monitoring: Gifted and Talented Instructional Coach, Advanced Academic Coordinator</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer informational meetings to answer parent questions and help families better understand what giftedness is and the GT services offered by the district.</p> <p>Strategy's Expected Result/Impact: To support our families' understanding of giftedness and the referral process for identification along with services Castleberry ISD provides</p> <p>Staff Responsible for Monitoring: Gifted and Talented Instructional Coach, Advanced Academics Coordinator</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 211 - Title I, Part A, - 263 - Title III, LEP, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to support core content teachers with implementation of lesson extensions and engaging activities that provide depth, complexity, and challenge through 'push-in' services/co-teaching.</p> <p>Strategy's Expected Result/Impact: Teachers providing engaging enrichment opportunities for students</p> <p>Staff Responsible for Monitoring: Advanced Academics Coordinator, Campus Administrators, CAL</p> <p>Problem Statements: Demographics 3, 6</p>	Formative			Summative
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



Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 3: The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
Student Learning
<p>Problem Statement 11: 5.8% of students at JJE receive gifted and talented services versus 8.0% at the state level. Root Cause: Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability.</p>
Perceptions
<p>Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. Root Cause: Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.</p>

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 1: Provide regular updates to stakeholders about progress, changes, and important events along with opportunities for stakeholders to provide feedback.

Evaluation Data Sources: Facebook, Twitter, Instagram, YouTube, School Messenger, District Website, and Canvas Analytics

Strategy 1 Details	Reviews			
<p>Strategy 1: JJA will utilize ParentSquare, Facebook and Twitter to provide current communications. Strategy's Expected Result/Impact: Increased community and parent awareness, support and involvement Staff Responsible for Monitoring: CAL, Principal, Assistant Principal, Teachers</p> <p>Problem Statements: School Processes & Programs 5, 6 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: During Meet the Teacher, establish two way communication with parents including supporting parents with becoming proficient with ParentSquare. Strategy's Expected Result/Impact: Increased academic partnerships with parents Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Social Workers, Teachers</p> <p>Problem Statements: School Processes & Programs 5, 6 Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: JJA will utilize communication Parent Square for weekly staff newsletters and bi-weekly Parent Newsletters to communicate encourage family participation/awareness of events, activities, academics, and important information. Strategy's Expected Result/Impact: Increased family engagement, increased teacher awareness of expectations, streamlined communication Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

School Processes & Programs







Problem Statement 5: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. **Root Cause:** Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.

Problem Statement 6: As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. **Root Cause:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 2: Retain and keep currently enrolled families satisfied and engaged by ensuring an internal plan for communication is consistently implemented.

Evaluation Data Sources: Administrator, Teacher, Student, and Parent School Climate Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to increase awareness and community partnership through participation in campus service projects that promote interdependence and appreciation for all stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased community and parent awareness, support and involvement</p> <p>Staff Responsible for Monitoring: Counselor, Club Sponsors, Teachers</p> <p>Problem Statements: School Processes & Programs 5, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the effectiveness of using surveys to gather parent feedback for the purpose of driving REAL Family Engagement in extracurricular activities and campus events.</p> <p>Strategy's Expected Result/Impact: Increased participation in REAL Family Engagement extra-curricular activities and events.</p> <p>Staff Responsible for Monitoring: Principals, Social Worker, Counselor, Light House Team</p> <p>Problem Statements: School Processes & Programs 5, 6</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. Root Cause: Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.</p>








School Processes & Programs

Problem Statement 6: As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. **Root Cause:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 3: Increase attendance above 95% through timely effective communication.

Evaluation Data Sources: Employee Communications Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistently implement the campus attendance plan including individual, grade level and campus trackers.</p> <p>Strategy's Expected Result/Impact: Improved attendance</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Campus Academic Leader, Social Worker, Attendance Clerk, District</p> <p>Problem Statements: School Processes & Programs 5, 6 - Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JJA will follow the District's truancy guidelines.</p> <p>Strategy's Expected Result/Impact: Improved attendance for all students</p> <p>Staff Responsible for Monitoring: Assistant Principal, teachers, attendance clerk</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the Student Advocate Specialist to develop consistent communication and support between classroom teachers and families.</p> <p>Strategy's Expected Result/Impact: Increased attendance, fewer families needing truancy prevention measures, stronger school-parent partnerships</p> <p>Staff Responsible for Monitoring: District Student Advocate Specialist, Social worker, Assistant Principal, Attendance Clerk</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 5: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. **Root Cause:** Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.

Problem Statement 6: As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. **Root Cause:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.


Perceptions


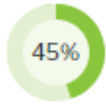




Problem Statement 1: The current campus attendance rate is below 95%. **Root Cause:** Some parents do not understand the importance of consistent school attendance.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 4: Increase the quality of parent and family engagement by ensuring that all engagement events include a minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships & Leadership) engagement criteria.

Evaluation Data Sources: ParentSquare Posts/Advertisements of Events
 Attendance sign-in sheets
 Surveys - Feedback from parents

Strategy 1 Details	Reviews			
<p>Strategy 1: Host multiple academic events focused on parents engaging in goal setting, data tracking and action plan developing with students.</p> <p>Strategy's Expected Result/Impact: Increased academic partnerships with families</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Social Worker, Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 5, 6 - Perceptions 2</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Support Parents as their Child's First Teacher by offering training, resources, and materials for parents of incoming children ages 1-4 year olds through the implementation of Little Lions, an educational storytime held on campus.</p> <p>Strategy's Expected Result/Impact: Increased school readiness when entering Pre-K</p> <p>Staff Responsible for Monitoring: TLI, Executive Director of Educational Leadership, Principal, Counselor</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - Federal Funds: ESSER, - 211 - Title I, Part A, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate survey findings from the Leader In Me, Measurable Results Assessment.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement, stronger school-parent partnerships, satisfied families, Increased percentage of students achieving academic and social emotional learning goals</p> <p>Staff Responsible for Monitoring: Campus Admin Team, Campus Lighthouse Team, Teachers, Counselor, Social Worker</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 3</p> <p>Funding Sources: Student Materials, Parent Materials, Counselor Guidance Materials - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Promote awareness and training for maintaining socially healthy relationships on campus, at home, and in our community environment through implementation of the 7 Habits and the Leader In Me.</p> <p>Strategy's Expected Result/Impact: Increased social and emotional well being of students Increased behavioral partnerships with families</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Social Worker, Teachers</p> <p>Problem Statements: School Processes & Programs 5, 6 - Perceptions 2, 3</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.</p> <p>Problem Statement 5: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. Root Cause: Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.</p>

School Processes & Programs

Problem Statement 6: As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. **Root Cause:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.

Perceptions

Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. **Root Cause:** Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.





Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. **Root Cause:** We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 5: Utilize multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met.

Evaluation Data Sources: MTSS meeting minutes, SAEBERS, Discipline Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote awareness and training for maintaining socially healthy relationships on campus, at home, and in our community environment through engagement activities that educate all stakeholders on the processes of Leader In Me.</p> <p>Strategy's Expected Result/Impact: Improved social and emotional well being of students and families</p> <p>Staff Responsible for Monitoring: Principal, Lighthouse Team, Counselor, Social Worker</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide family-to-family, personal and small group family sessions through the Family Resource Room that facilitate positive family interactions and equip parents with resources to support appropriate behavior, enhance and extend learning in the home.</p> <p>Strategy's Expected Result/Impact: Improved social and emotional well being of students and families</p> <p>Staff Responsible for Monitoring: Principal, Lighthouse Team, Counselor, Social Worker</p> <p>Problem Statements: School Processes & Programs 2, 5, 6 - Perceptions 2</p> <p>Funding Sources: - 461 - Campus Activity Fund, - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Saebrs and other data to identify students at risk due to behavior, attendance, and academics and develop action plans to address their needs including conduct meetings and home visits as needed.</p> <p>Strategy's Expected Result/Impact: Improved student behavior, attendance, and academic performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Social Worker, Teachers</p> <p>Problem Statements: School Processes & Programs 1, 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation of support systems through the use of MTSS trackers and documentation.</p> <p>Strategy's Expected Result/Impact: Improved student behavior</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Social Worker, Counselor, Teachers</p> <p>Problem Statements: School Processes & Programs 1, 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Consistently implement Social Emotional Learning time throughout the instructional week through utilization of the Leader In Me program.</p> <p>Strategy's Expected Result/Impact: Improved social and emotional well being of students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Team, Social Worker, Counselor, Teachers</p> <p>Problem Statements: School Processes & Programs 1, 2, 4 - Perceptions 3</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
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Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the general education classroom setting.</p> <p>Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.</p> <p>Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p> <p>Problem Statement 5: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. Root Cause: Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.</p> <p>Problem Statement 6: As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. Root Cause: The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.</p>

Perceptions






Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. **Root Cause:** Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. **Root Cause:** We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Continue to be fiscally responsible and maintain a healthy budget while sustaining current programs and planning for future needs.

Evaluation Data Sources: Leader in Me Budgeting plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop fundraising strategies and funding sources to support the continuation of Leader in Me.</p> <p>Strategy's Expected Result/Impact: Increased funds to support campus initiatives</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 3</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A</p>	Formative			Summative
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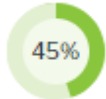





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.</p>
Perceptions
<p>Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. Root Cause: We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 2: Increase and optimize resources to sustain and enhance campus operations including teacher retention.

Evaluation Data Sources: Teacher retention rate and staff salaries, Climate Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with leadership opportunities to maintain a strong culture that values shared vision and shared leadership.</p> <p>Strategy's Expected Result/Impact: Maintenance of a strong campus culture and high teacher morale</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal</p> <p>Problem Statements: School Processes & Programs 5, 6 - Perceptions 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire tutors to assist with intervention which will reduce small group size and help with HB4545 requirements.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Reduced group sizes for intervention</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal, Teachers</p> <p>Problem Statements: Demographics 6 - Student Learning 1, 2, 3, 13, 14, 15</p> <p>Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase substitute fill rates using a campus developed plan to prevent the cancellation of PLCs and added burdens on teammates that cover during absences (includes a floater sub provided by the district).</p> <p>Strategy's Expected Result/Impact: Increased substitute fill rate</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 1: 39% of Kindergarten, 15% of First Grade, and 16 % of Second Grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.

Problem Statement 2: Only 57% of Kinder, 47% of First, and 48% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 13: STAAR Math performance is 35% at meets and 12% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 14: STAAR Reading performance is 39% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 15: STAAR 5th Grade Science performance is 20% meets, and 11% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

School Processes & Programs

Problem Statement 5: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. **Root Cause:** Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.

Problem Statement 6: As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. **Root Cause:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.

Perceptions

Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. **Root Cause:** We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.



Problem Statement 4: PLC were occasionally cancelled during the 2022-2023 school year. **Root Cause:** Low sub fill rate






Goal 3: Implement Effective and Efficient Operations

Performance Objective 3: Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.

HB3 Goal

Evaluation Data Sources: ESC Random Intruder Audits, Weekly Exterior Door Sweep Checks, Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms, Threat Assessment Logs (Skyward),

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, implement, and assess district and campus safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.</p> <p>Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, CISD Police Department, Safety Monitors (Secondary Campuses), Principals, Safety and Security Coordinator</p> <p>Problem Statements: School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>40%</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that all safety drills, staff trainings, and facility checks are conducted and debriefed with corrective actions, as necessary.</p> <p>Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, CISD Police Department, Safety Monitors (Secondary Campuses), Principals, Safety and Security Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>40%</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.</p> <p>Strategy's Expected Result/Impact: Improved student behavior</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals, Counselors</p> <p>Problem Statements: School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the general education classroom setting.</p> <p>Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: Implementation of School Behavioral Threat Assessment teams that conducts behavioral threat assessments.

Evaluation Data Sources: Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, Gather and analyze data to determine the level of risk and appropriate interventions, Skyward Threat Assessment Forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities</p> <p>Staff Responsible for Monitoring: Associate Superintendent, Director of School and Student Support, Principal, Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 4 Problem Statements:






School Processes & Programs
<p>Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the general education classroom setting.</p>
<p>Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 5: Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school and district events for all students, staff and the community on a daily basis.

Evaluation Data Sources: Leader In Me--Measurable Results Assessment Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote conflict resolution, healthy relationships through the use of Second Step guidance lessons, Leader In Me character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.</p> <p>Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior</p> <p>Staff Responsible for Monitoring: Principals, Director of School and Student Support, Social Workers, and Counselors</p> <p>Problem Statements: School Processes & Programs 1, 4</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue the development of the 7 Habits of Highly Effective People/Happy Kids to maintain a strong campus environment with a focus on individual leadership & character traits.</p> <p>Strategy's Expected Result/Impact: Maintenance of a strong safe environment with a focus on leadership</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal, Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Perceptions 2, 3</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement systems to identify high risk students and monitor their emotional well being as well as provide support to parents with learning opportunities that develop awareness.</p> <p>Strategy's Expected Result/Impact: Increased safety and well rounded support for students' emotional health and development</p> <p>Staff Responsible for Monitoring: Counselor, Social Worker, Campus Admin</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>Problem Statements: School Processes & Programs 1, 4</p> <p>Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:



School Processes & Programs
<p>Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the general education classroom setting.</p>
<p>Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>
Perceptions
<p>Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. Root Cause: Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.</p>
<p>Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. Root Cause: We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.</p>








Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 1: Overall Performance Objective: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 43% to 60% by June 2024.

The percentage of K-2 grade students that meets or masters grade-level expectations on CLI Engage assessments (TX KEA, TPRI, Tejas Lee) will increase from 92% to 95% in PK, 83% to 90% in K, 82% to 86% in 1st grade and 70% to 80% in 2nd grade by June 2023.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and reflect on the effects of our structured literacy routines and comprehension lessons through Module and Unit Assessments which will provide teachers with specific and timely data to plan targeted lessons and intervention.</p> <p>Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level reading expectations. Teachers will plan targeted lessons during the small-group instruction.</p> <p>Staff Responsible for Monitoring: CAL, Early Literacy Coach, Campus Admin</p> <p>Problem Statements: Demographics 6 - Student Learning 1, 4, 14</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Preview assessment and curriculum with teachers during PLCs, placing an emphasis on knowledge building, vocabulary, and oral language development to increase student comprehension.</p> <p>Strategy's Expected Result/Impact: Teachers will understand upcoming content and instructional implications.</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, CAL</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 255 - Title II, Part A TPTR, - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase teacher capacity and pedagogy through professional learning including but not limited to Texas Reading Academy.</p> <p>Strategy's Expected Result/Impact: Understanding and ability to teach components of foundational literacy skills.</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, CAL</p> <p>Problem Statements: Demographics 6 - Student Learning 1, 4, 14</p> <p>Funding Sources: - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide strategic interventions that focus on targeted skills using the menu of lessons that has been created at the district level.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 14</p> <p>Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor the acquisition of foundational skills by studying student work and tracking data toward skill-specific goals and adjusting instruction to meet learning needs.</p> <p>Strategy's Expected Result/Impact: Stronger Tier 1 instruction and mastery of skills</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator and Coach, CAL, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4, 14</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. **Root Cause:** Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 1: 39% of Kindergarten, 15% of First Grade, and 16 % of Second Grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.

Problem Statement 4: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. **Root Cause:** Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks .


Problem Statement 14: STAAR Reading performance is 39% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success





Performance Objective 2: The percentage of 2nd grade students that meet or master grade-level expectations on EOY Writing Benchmark will increase from 54% to 75% by June 2023.

HB3 Goal

Evaluation Data Sources: Writing Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and progress monitor the District's re-aligned scope and sequence of our K-2 Writing Plan. Strategy's Expected Result/Impact: Emphasize the mastery of foundational writing skills, including grammar and conventions, and provide clear expectations for grade-level mastery to students and teachers. Staff Responsible for Monitoring: CAL, Teachers, Campus Admin, Early Literacy Coaches</p> <p>Problem Statements: Student Learning 3 Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D, - Federal Funds: ESSER, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will instruct students on how to respond to reading through constructed response. Strategy's Expected Result/Impact: Increased comprehension of text and achievement on assessments Staff Responsible for Monitoring: Early Literacy Coordinator, CALs</p> <p>Problem Statements: Student Learning 3 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Work cohesively with TLI to support teachers in providing explicit instruction in grammar and conventions K-2. Lessons will include explicit instruction, mentor sentences, application and creation of sentences and STAAR formatted editing and revising practice.</p> <p>Strategy's Expected Result/Impact: Student Mastery of the conventions of the written language</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, CAL, Principals, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. Root Cause: Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.</p>

Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success



Performance Objective 3: Overall Performance Objective: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 47% to 60% by June 2024.






The percentage of K students that meets or masters grade level expectations on STEMscopes math benchmark will increase to 80% by June 2023.

The percentage of 1st and 2nd grade students that meets or masters grade-level expectation on STEMscopes math benchmark will increase to 60% by June 2023.

HB3 Goal

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Progress Monitoring and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase use of manipulatives to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways.</p> <p>Strategy's Expected Result/Impact: Gain a deeper knowledge of numeracy</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator, CALs</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 4, 13</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to strengthen the use of student discourse to develop the language to express mathematical ideas.</p> <p>Strategy's Expected Result/Impact: Develop higher order math vocabulary and a deeper understanding of math concepts.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator, CALs</p> <p>Problem Statements: Student Learning 2, 4, 13</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement the district Early Numeracy Plan. Strategy's Expected Result/Impact: Growth in campus data and student performance in math Staff Responsible for Monitoring: Math Coordinators, Math Coaches, Principals, CALs Problem Statements: Demographics 6 - Student Learning 2, 4, 13	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
Student Learning
<p>Problem Statement 2: Only 57% of Kinder, 47% of First, and 48% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. Root Cause: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.</p>
<p>Problem Statement 4: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. Root Cause: Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks .</p>
<p>Problem Statement 13: STAAR Math performance is 35% at meets and 12% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>