Richardson Independent School District

Audelia Creek Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Audelia Creek is dedicated to developing learners for excellence in their global future through a rigorous,innovative,and relevant education where all students experience success.

Vision

RISD - Where ALL student learn, grow, and succeed.

Values

At Audelia Creek Elementary we believe......

- Every student has a right to be loved and learn through a high quality, equitable education.
- As one adult can be a life changer for a child, we celebrate student achievement, both personal and educational.
- Cultural history matters. All humans deserve to be treated with love and respect in a safe environment.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Audelia Creek Elementary is comprised of a diverse student population of approximately 580 students. Our student population consists of 54% African American, 35.5% Hispanic, 3.7% White, 4.2% Asian, and 2.4% Multi-racial. 83.6% of our students are economically disadvantaged and 62.8% are At-Risk. Our attendance rate remains around 94% while our mobility rate averages at 26.4%. Audelia Creek Elementary continues to focus on growth for all learners and emphasize on closing achievement gaps for English Language Learners and students served through special education.

Student Achievement

Student Achievement Summary

The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-6, the campus utilized MAP testing as a TIER 1 strategy. MTSS resources were utilized for tier 2/3 students such as Fountas and Pinnell LLI kits, IXL and small group intervention.

STAAR Results Spring 2021:

3rd Reading: 27% Approaches with 9% Meets and 2% Masters, ED 22% , 36%, Sp Ed 0%

3rd Math: 29% Approaches with 8% Meets and 6% Masters, ED 28% , LEP 35%, Sp Ed 0%

4th Reading: 12% Approaches with 2% Meets and 2% Masters, ED 13% , LEP 5%, Sp Ed 0%

4th Math: 18% Approaches with 2% Meets and 2% Masters, ED 18% , LEP 9%, Sp Ed 0%

4th Writing: 9% Approaches with 0% Meets and 0% Masters, ED 6% , LEP 5%, Sp Ed 0%

5th Reading: 42% Approaches with 19% Meets and 9% Masters, ED 42% , LEP 47%, Sp Ed 22%

5th Math: 33% Approaches with 15% Meets and 4% Masters, ED 39% , LEP 40%, Sp Ed 11%

5th Science: 37% Approaches with 8% Meets and 2% Masters, ED 37% , LEP 39%, Sp Ed 11%

6th Reading: 42% Approaches with 13% Meets and 4% Masters, ED 47% , LEP 33%, Sp Ed 13%

6th Math: 44% Approaches with 16% Meets and 5% Masters, ED 49% , LEP 47%, Sp Ed 25%

Student Achievement Strengths

Branching Minds continued to focus on student success for students in the MTSS process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during campus iTIME, allowing full access to curriculum, and included the use of instructional specialists and instructional assistants for support. The MTSS team has addressed over a hundred student's academic and behavioral needs throughout the year with successful interventions.

After school tutorials and summer schools were offered and highly attended. Services provided to Special Education students have been a focus for the campus. Program changes have occurred to meet the needs of students more efficiently, with more emphasis on planned, intentional instruction in all areas, including iTime. A more inclusive approach with Sped students led to increased STAAR scores and performance in 5th - 6th grades last school year.

School Culture and Climate

School Culture and Climate Summary

Overall, Audelia Creek Elementary students enjoy coming to school and believe the campus is safe. The emphasis on addressing classroom and campus behavior management is being emphasized through the implementation of Positive Behavior and Intervention Support Systems (PBIS). The PBIS implementation will help support the success of all students at ACE. This implementation of a proactive approach to discipline will promote a culture of positive interactions between staff, students, and community. In addition to PBIS practices, we implement a Social Emotional Learning curriclum to provide a foundation for safe and positive learning. SEL programs enhance students' ability to succeed in school, careers, and life.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ACE maintains a focus on the recruiting, hiring, and retention of highly qualified and focused staff with a passion for teaching in a Title I school. Partnering with district leadership allows us to recruit and retain the best teachers for our students. A coaching mindset is being facilitated using the T-TESS model to work individually with staff to set personal goals and monitor growth for our teacher and students. Utilizing the goals of our staff, instructional leadership can plan and implement staff development that is purposeful and timely to support teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Audelia Creek Elementary continues to implement, monitor, and evaluate curriculum. Various data sources are utilized regularly to inform instructional decisions and the utilization of campus specialists to support the implementation of curriculum. Data sources indicate that additional support is needed in the rigorous implementation of district curriculum, along with our instruction related to EB, dyslexic, and special education students.

Audelia Creek Elementary continued the use of TEKS Resource System curriculum for 2020-21. The primary focus of campus PLC meetings was curriculum--how students performed and what performance was expected next. For grade levels K-2, PLCs focused on performance of guided reading/phonics instruction. For all grade levels, PLCs provided opportunities for staff development, staff feedback, curriculum planning, and upcoming curriculum preparation. Practice STAAR assessments were given to students in all tested areas in grades 3-5. All students are leveled in their reading usingMAP assessment at BOY, MOY and EOY.

Curriculum, Instruction, and Assessment Strengths

- Teachers are proficient with the TEKS Resource System curriculum. -

- PLCs were highly utilized to convey information to classroom teachers, provide staff development, review student progress, and plan for future instruction. -

- iTime was utilized for all pull-out services--Early Literacy, ESL, Speech, GT, dyslexia, Special Education, etc. This allowed the remainder of the school day to be free from pull-outs from the classroom.

- The use of tutorial opportunities for students was available.

- Data stored in Branching Minds was used to plan efficient and effective intervention plans

- Additional Planning days for teachers to create lessons aligned to rigor of TEKS

Parent and Community Engagement

Parent and Community Engagement Summary

ACE will focus on building more links between community and school. Family and parent engagement events, weekly parent newsletters, and increased community partnerships will help us develop a stronger link between home and school. By partnering with RISD Council of PTAs, we will increase the PTA membership and events. Parent University will be offered to assist parents in navigating the school system with their student. This will be ccommunicated through parent newsletters and posted on RISD website.

Parent and Community Engagement Strengths

Parent and Community Engagement Strengths

ESL Parent Class - communicating with the school and outside community

Campus Sneak Peek

Back to School Carnival

 Family Literacy Night

School Context and Organization

School Context and Organization Summary

Audelia Creek Elementary's goal is to support the district's vision of growth of all staff and students. The campus is focused on the growth of 100% of our students within the timeline established by the state. ACE has created a master schedule that maximized instructional time and embeds time for student intervention. Campus data meetings will be scheduled to focus on student interventions to monitor campus success and student progress.

Technology

Technology Summary

Technology integration is a critical component of student learning at ACE and within RISD. Each student has a district issued iPad and access to online resources, textbooks, educational databases, and materials through RISD Classlink, Self Service, and Google Classroom. Richardson ISD's virtual learning program is a remote learning opportunity that allows students to engage in high-quality learning experiences, use RISD's instructional resources, including curriculum and assessments, and meaningfully connect with teachers and peers.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Community surveys and/or other feedback

Goals

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students

Performance Objective 1: Enhance Career and Technical (CTE) opportunities for students

    Evaluation Data Sources: Increase students awareness of CTE opportunities in JH schedules

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in PK - 6th grades.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PK-6th graders will increase their awareness of career opportunities and individual self-discovery of talents, passions, and abilities. **Staff Responsible for Monitoring:** Counselors Campus Staff Campus Administration	**Nov** N/A	**Jan** 40%	**Mar** 70%	**June** 100%

Strategy 2 Details	Reviews			
Strategy 2: Provide STEM exploration opportunities in PK - 6th grades	**Formative**			**Summative**
Strategy's Expected Result/Impact: BHS Learning Community logic model short and long-term goals as approved by Educate Texas and Texas Instruments **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools	**Nov** 5%	**Jan** 35%	**Mar** 75%	**June** 100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students

Performance Objective 2: Implement activities and resources in order to support students' academic, physical, social and emotional growth.

    Evaluation Data Sources: Participation rate of students in SEL lessons

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide daily SEL opportunities using Conscious Discipline(Pre-K), Sanford Harmony(k-5), and Second Step (6) Social Emotional Learning programs and Cultural Connections Lessons to support students' academic, social and emotional growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in attendance, academic, social, and emotional growth. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	5%	40%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Facilitate, monitor, and support PBIS, CHAMPS, and Campus Pathways to Equity practices to support social and emotional learning, routines, and school culture. Work with Behavior Consultant to increase best practices with classroom management.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase positive response on climate survey for both staff and students. Decrease in ISS and OSS referrals Improve the effectiveness, efficiency and equity of ACE. PBIS/CHAMPS/TTESS Domain 3 walkthrough feedback **Staff Responsible for Monitoring:** PBIS Team All Staff **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	15%	45%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: Identify and Implement specific instructional approaches for struggling students to improve academic, behavior, or emotional skills. -Response to intervention (RTI). Implement MTSS and Branching Minds to monitor growth.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in in academic, social and emotional growth. **Staff Responsible for Monitoring:** -RTI/MTSS TEAM -Counselor -District Personal (as needed) **Title I:** 2.5, 2.6	25%	55%	75%	100%

Strategy 4 Details	Reviews			
Strategy 4: Create and implement an elementary extracurricular program to increase campus involvement and connection (clubs, sports, cheer, etc).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Launch at least 2 elementary extracurricular programs. **Staff Responsible for Monitoring:** Administration Campus Program Coordinator **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 - General Fund	10%	35%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students

Performance Objective 3: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning

Evaluation Data Sources: Move as a district from Proficient to Advanced in overall measurement in the area of classroom on the BrightBytes Survey. This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity), teacher and student Digital Citizenship skills, and using digital methods for assessment within the classroom.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Participate in purposeful and relevant professional development opportunities for all staff to ensure technology integration that impacts teaching and learning with an emphasis of the 4 'c of STEM integration.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To impact teaching and learning to increase students engagement. **Staff Responsible for Monitoring:** Instructional Leadership Team Staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2	10%	50%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Utilize district developed lessons with a focus on technology integration for increased student engagement and increased digital citizenship.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
IPAD Student agreement will be developed and reviewed with all students. **Strategy's Expected Result/Impact:** Increase student engagement and digital citizenship. **Staff Responsible for Monitoring:** LITE Instructional Leadership Team Staff Tech Assistant **Title I:** 2.5, 4.1	30%	55%	75%	100%

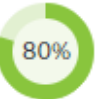| Strategy 3 Details	Reviews			
Strategy 3: Participate in purposeful innovative and relevant professional development opportunities for all staff to ensure technology integration that impacts teaching and learning	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional Development Catalog Professional Development Survey Feedback Results (5%increase positive result for technology professional development) **Staff Responsible for Monitoring:** Campus Administration LITE **ESF Levers:** Lever 5: Effective Instruction	20%	60%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: Ensure teachers and students demonstrate appropriate and safe digital behavior	**Formative**			**Summative**
Strategy's Expected Result/Impact: Completion of Digital Citizenship Curriculum and lesson exemplars	**Nov**	**Jan**	**Mar**	**June**
% decrease in number of student referrals/discipline incidences for inappropriate technology use **Staff Responsible for Monitoring:** Campus Administrators LITE	25%	60%	80%	100%

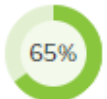|				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students

Performance Objective 4: Continue PK-6 programimng to support healthy life choices by students and staff.

    Evaluation Data Sources: Students Survey, office referral, counseling lessons, and

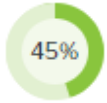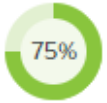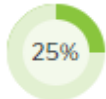   **Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Promote, communicate and implement the district's initiative of "Live Wise, Live Healthy" to support student wellness.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness, dialogue, and understanding of safety, drug prevention, mental awareness, healthy choices, cultural competence, and connections. Overall wellbeing of our student population Parent participation and awareness Teen Screen results- 6th grade Staff/student climate survey results **Staff Responsible for Monitoring:** All Staff Counselors Administration **Title I:** 2.6, 4.2	20%	50%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted guidance programs based on campus needs assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide students with life learning skills to enhance decision making and problem solving.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor **Title I:** 2.5, 2.6	20%	75%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: Increase awareness and student reporting options for the areas of bullying and cyber bullying.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Implement Bullying Prevention School
Action Plan to include student, staff, and parent orientations.
Maintain policies and procedures and provide regular training and assistance to staff and students to promote student safety, health, and welfare include: safety planning, discipline management, bullying and harassment, suicide prevention, dating violence, internet safety, sexual abuse and other maltreatment of children
 	
    Strategy's Expected Result/Impact: Increase awareness and student reporting options for the areas of bullying and cyber bullying.
 	
    Students will self report incident using QR code posted throughout the campus.
 	
    Completion of Campus Administrator Checklists
    Staff Responsible for Monitoring: Counselors
 	
    All Staff
 	
    Parents
 	
    Title I:
    2.5, 2.6
	20%	50%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: Participate in moderate to vigorous physical activity for 75% of PE class time and 25% of class time will be spent on health and wellness activities; bones and muscles, proper warm-up and cool down	**Formative**			**Summative**
	Nov	Jan	Mar	June

Students will participate in FitnessGram testing in 3rd - 6th grade students to measure cardiovascular health, muscular strength, muscular
    Strategy's Expected Result/Impact: 80% of students will achieve a healthy fitness zone Body Mass Index (BMI) criteria and standards
 	
    80% of students will achieve the "Healthy Fitness Zone" criteria and standards
    Staff Responsible for Monitoring: -PE Teachers
    -Campus Administration
 	
    Title I:
    2.4
	35%	50%	65%	100%

Strategy 5 Details				**Reviews**			
Strategy 5: Implement Teen Screen at 6th grade in order to identify those at risk for depression/suicide.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the number of students participating in Teen Screen **Staff Responsible for Monitoring:** Counselor **Title I:** 2.4, 2.5, 2.6				**Nov**	**Jan**	**Mar**	**June**
				5%	15%	70%	100%

Strategy 6 Details				**Reviews**			
Strategy 6: Participate in Health Screening trainings, CPR, ERT and CPI.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Rosters and professional development transcripts **Staff Responsible for Monitoring:** Nurse All Staff **Title I:** 2.4, 2.6				**Nov**	**Jan**	**Mar**	**June**
				30%	50%	80%	100%

Strategy 7 Details				**Reviews**			
Strategy 7: 1) Campus Emergency Response Team will conduct AED drills each semester in a effort to be prepared to respond quickly if cardiac event should occur on campus.				**Formative**			**Summative**
CERT Team will be trained on emergency response readiness. Two drills will be conducted; one in the fall and one in the spring. **Strategy's Expected Result/Impact:** Student/Staff Safety **Staff Responsible for Monitoring:** Nurse Administrators Campus Emergency Response Team **Title I:** 2.4, 2.5, 2.6				**Nov**	**Jan**	**Mar**	**June**
				20%	45%	75%	100%

Strategy 8 Details	Reviews			
Strategy 8: Strengthen program for drug/alcohol/vaping awareness and prevention though the Drug and Violence Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student Screener Committee Recommendation for Cessation intervention Too Good for Drugs Curriculum 4th-6th grade **Staff Responsible for Monitoring:** Assistant Superintendent of Administration Services Executive Director of Student Services Director of Prevention Programs	30%	35%	75%	100%

Strategy 9 Details	Reviews			
Strategy 9: Ensure 100% of students have a school/home connection (club, extra curricular, activity, an adult at school)	Formative			Summative
Strategy's Expected Result/Impact: Student Involvement Report	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Superintendents of Administrative Services Executive Directors of Fine Arts & Athletics Executive Director of STEM and Innovation	25%	50%	85%	100%

Strategy 10 Details	Reviews			
Strategy 10: Ensure systems of support are provided to students at-risk including:	**Formative**			**Summative**
	Nov	Jan	Mar	June
a. Refugee/Asylees b. Homeless c. Foster Care **Strategy's Expected Result/Impact:** Program Descriptions After school counseling Secondary intervention counselors Grant monies utilized Service Reports **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services Chief Executive Director of Student Services Director of Student Welfare	15%	55%	85%	100%

Strategy 11 Details	Reviews			
Strategy 11: Implement district policies/guidelines for the reporting of Title IX violations from students and staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus Investigation Data	Nov	Jan	Mar	June
Documentation of Title IX Investigation Requirements Continued staff development where appropriate **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services Executive Director Title IX, Compliance and Investigations RISD Legal Counsel Chief Executive Director Student Services	20%	55%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students

Performance Objective 5: Ensure a culture and environment that embraces equity, diversity and inclusion throughout Audelia Creek.

    Evaluation Data Sources: Increased achievement of AA, Hispanic, ELL and SPED performance as measured by STAAR
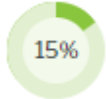
    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: 1)Increase awareness, understanding, and acceptance of cultural and/or personal differences.	**Formative**			**Summative**
2)During SEL structured time, topics of diversity and inclusion will be presented and discussed.	Nov	Jan	Mar	June

3) Provide opportunities for participation in STEM hour, STEM clubs, choir, Girls club, girls/boys scout, student council basketball team, and safety patrol.
 	
    Strategy's Expected Result/Impact: Increase awareness, understanding, and acceptance of cultural and/or personal differences.
 	
    Students survey will reflect an understanding of cultural sensitivity.
 	
    Increase connections and relationships amongst students.
    Staff Responsible for Monitoring: All Staff
 	
    Administration
 	
    club sponsors
 	
    coaches
     Teachers
 	
    Title I:
    2.6
	20%	50%	80%	100%

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students

Performance Objective 6: Decrease office referrals and ISS/OSS placements of black, hispanic, EL and SPED students.

Evaluation Data Sources: Discipline Data in Focus

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Planning and implementing PK-6th SEL comprehensive, developmentally appropriate lessons on a variety of topics	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

2)Modeling appropriate social and emotional skills to prevent bullying through SELlesson, small group and individual sessions with the counselors.
 	
3)Providing classroom guidance lessons to reinforce the Character Traits
 	
4) Develop support systems through MTSS and provide more targeted support
 	
5) Provide Cultural Competence training for all staff
 	
6) Host 2 parent meeting to provide information on student safety to include bullying, suicide prevention, health life choices)
    Strategy's Expected Result/Impact: 100 % of students will participate in Daily class meetings
 	
    Students will participate in a minimum of 2 guidance lessons per month
 	
    Identify students who are in need of additional behavior support
 	
    Increase staff understanding of cultural differences
    Staff Responsible for Monitoring: -Counselors
 	
    Administration
 	
    Teachers
 	
    RTI Team
 	
    Title I:
    2.5, 2.6, 4.2
	15%	55%	75%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students

Performance Objective 7: Deliver rigorous and relevant curriculum using instructional strategies designed to engage learners in meaningful learning experiences.

    Evaluation Data Sources: Campus will meet standard

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Monitor attendance every 9 weeks. Celebrate perfect attendance in Pep Rallies. Call students that are tardy regularly, weekly (blackboard connect).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in student attendance
     Staff Responsible for Monitoring: Administration
 Student Data Clerks
 	
     Title I:
 2.4, 2.6
	10%	55%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Monitor student data reports in an effort to monitor immunization compliance of the student body.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% compliance on current student immunizations.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Nurse **Title I:** 2.4, 2.5, 2.6	15%	45%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Monitor student absence information in order to monitor communicable disease issues on the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Absence reports	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrator School Nurse Student Data Specialist **Title I:** 2.4, 2.5, 2.6	10%	55%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: Monitor covid and flu-like signs and symptoms in an effort to screen and report accordingly.	Formative			Summative
Strategy's Expected Result/Impact: Decrease in absence	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrator School Nurse Student Data Specialist **Title I:** 2.4, 2.5, 2.6	10%	55%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students

Performance Objective 8: Ensure clear and consistent implementation of campus discipline management plan

    Evaluation Data Sources: Campus Discipline Plan, FOCUS Referrals, Teacher Correspondence, Campus Surveys

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Communicate discipline plan with staff throughout the year with multiple trainings. Collaborate with staff on a regular basis to adapt as needed.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased awareness of discipline plan expectations/roles Collaborative ownership of campus discipline plan Increased climate survey results in regards to campus discipline practices **Staff Responsible for Monitoring:** All Staff **Title I:** 2.6	15%	50%	70%	100%

Strategy 2 Details	Reviews			
Strategy 2: Meet with grade level teachers to discuss student behaviors and disciplinary actions after 4th submitted FOCUS referral (of the same behavior)	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased consistency with implementation of campus discipline plan Increased response with addressing student behaviors and supporting teachers with concerns Increased intervention with identifying additional targeted supports for needed students Decrease referrals for students with multiple referrals Increased fairness with dispersion of disciplinary actions **Staff Responsible for Monitoring:** Administrators Classroom Teachers **Title I:** 2.6	10%	45%	70%	100%

Strategy 3 Details	Reviews			
Strategy 3: Monitor FOCUS referrals (documentation only and administration attention) weekly	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of campus and grade level discipline needs/supports	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.6	15%	50%	75%	100%

Strategy 4 Details	Reviews			
Strategy 4: Inform staff regularly of campus discipline FOCUS referrals/data:	**Formative**			**Summative**
a) weekly in campus Communication Notes (shared via google drive)	**Nov**	**Jan**	**Mar**	**June**
b) monthly during Faculty Meetings **Strategy's Expected Result/Impact:** Increase awareness of campus and grade level discipline needs/supports Identify campus/grade level/teacher trends with FOCUS referral submissions Increased collaboration with staff with identifying effective supports provided to students (by teacher or grade level) **Staff Responsible for Monitoring:** Administration **Title I:** 2.6	10%	55%	80%	100%

Strategy 5 Details	Reviews			
Strategy 5: Work collaboratively with PBIS team to analyze and identify campus discipline trends and positive behavior interventions	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness of campus and grade level discipline needs/supports Identify campus/grade level/teacher trends with FOCUS referral submissions Increased collaboration with staff with identifying effective supports provided to students (by teacher or grade level) **Staff Responsible for Monitoring:** Administraiton PBIS Team **Title I:** 2.6	15%	55%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 1: Improve student performance to ensure a "Met Standard" rating.

    Evaluation Data Sources: Students tested will meet standard of approaches, meets, or exceeds performance. Students will meet growth goals.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize District Wide Days, Site Based Days, early release days, PLCs and staff meetings to facilitate research-based professional development on effective Tier 1 instruction for teachers including:	Formative			Summative
	Nov	Jan	Mar	June
a) Analyzing Data to Inform Instructional Decisions b) Relevant strategies to ensure our pathway to equity c) Intervention Strategies for High Need Populations (SPED and ESL) d) TRS, Lead4Wad, and effective Tier 1 Instruction e) Balanced Literacy components f) PBIS, CHAMPS, Classroom Management, Cultural Connections & SEL g) MAP, DRA, and mCLASS h) STEM trainings & STEM Micro Certificates i) Branching Minds & MTSS j) Texas Reading Academies l) Foundations of Literacy (PK & 2nd grade) & Primary Playground PD K-2 **Strategy's Expected Result/Impact:** -Increase Approaches performance on STAAR 3-6 students: Math from 42% to 75% Reading from 49% to 75% Science from 30% to 75% -Increase Meets performance on STAAR 3-6 students: Math from 17% to 50% Reading from 23% to 50% Science from 15% to 50% -Increase Masters performance on STAAR 3-6 students: Math from 6% to 20% Reading from 17% to 25% Science from. 15% to 25% **Staff Responsible for Monitoring:** -Campus Administration -Instructional Coaches -Campus Reading Specialists -Campus Math Specialists -SPED Team -ESL Team -Teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	45%	70%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Evaluate and monitor all student groups measured for accountability, address missed system safeguards, implement data meetings, and address expectations for data reporting and use. Track student performance and student growth of all students and student groups: ECDS, AA, & Hispanic (Domains I, II, and III)	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: -Accelerated Learning Plans -PLC Data Digs (QSA's) -MAP Reports -IXL Diagnostic Test -mClass & IDEL -DRA's -LLI Running Records -STAAR -TELPAS **Staff Responsible for Monitoring:** -Campus Administration -Instructional Coaches -Campus Reading Specialists -Campus Math Interventionists -Teachers -SPED Teachers -ESL - K-2 Lit Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	40%	65%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 2: Maintain aligned and assessed curriculum in all grade levels and across all subject areas. (TRS, Lead4ward, and PLC)

Evaluation Data Sources: Walkthroughs, observations, MAP, diagnostic reports, district reading data, lesson plans with quality Tier 1 instruction, weekly checks, performance assessments, and STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Monitor TRS Implementation through RISD aligned walkthrough form	**Formative**			**Summative**
Strategy's Expected Result/Impact: Walkthrough Analysis	**Nov**	**Jan**	**Mar**	**June**
Student performance goals				
Student growth goals	30%	45%	75%	100%
Staff Responsible for Monitoring: Administration				
ILT				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning				

Strategy 2 Details			**Reviews**		

Strategy 2: K-6 RLA teachers will implement a Balanced Literacy focus utilizing TRS, Lead4ward, Benchmark resources, Phonics Instruction, and LLI. RLA teachers will increase use of non-fiction text.

		Formative			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: RLA teachers will participate in PD to strengthen understanding of reading language arts components and resources.
Students will reach expected growth goals.

30%	50%	70%	100%

Staff Responsible for Monitoring: -Campus Administration
-Instructional Coaches
-Campus Reading Specialists
-Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Strategy 3 Details			**Reviews**		

Strategy 3: K-6 students will participate in Independent Reading time daily (building stamina) during Reader's Workshop. Teachers will confer with readers to monitor comprehension strategies. Students will create, illustrate, and/or write a reader's response in their Independent student notebook (ISN). Comprehension & Response: students receive frequent and consistent opportunities for time on grade-level texts while demonstrating comprehension, critical thinking and response skills

		Formative			**Summative**
		Nov	**Jan**	**Mar**	**June**

35%	60%	80%	100%

Strategy's Expected Result/Impact: Walkthroughs
Observations
Teacher Conferring
ISN
Reading Logs

Staff Responsible for Monitoring: -Campus Administration
-Instructional Coaches
-Campus Reading Specialists
-Teachers

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Monitor absences every 6 weeks, utilizing A2A and Focus. Conference with parents and students who exhibit excessive absences. Recognize students with a high attendance rate at quarterly assemblies.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: -Increase attendance rates -A2A monitoring -MTSS monitoring **Staff Responsible for Monitoring:** -Campus Administration -SDSs -Counselors -Classroom Teacher -Teaching Trust team -MTSS teams	35%	55%	75%	100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Improve 3rd grade reading and math performance on STAAR through the implementation of High Quality Instructional Materials and a focus on high quality core instruction.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase % of students reaching Approaches on 3rd grade Reading and Math STAAR to 75% and % of students reaching Meets to 50%. Weekly agenda focused PLCs (4Qs) PLC data digs -MAP -MOY -DRA -ISIP -SIMS -IXL Reading Student Performance Growth Goals each 9 weeks, or as needed Conferring Notes Teacher Google Surveys- input/feedback of supports needed **Staff Responsible for Monitoring:** -Campus Administration -ICs -Campus Reading Specialists -Campus Math Interventionists -ESSR Support Teacher -K-2 Interventionists -ESL Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	40%	65%	80%	100%

Strategy 6 Details	Reviews			

Strategy 6: Improve 6th grade reading and math performance on STAAR with a focus on PLCs for an effective Tier 1 instruction (Backwards design, professional development, Balanced Literacy, identification of priority TEKS, ELAR strands, trainings, and/or monitor of student work samples) and PLC data digs (analysis of data and next action steps)

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Reading scores will increase from approaches to meets.

Math scores will increase from approaches to meets.

Staff Responsible for Monitoring: -Campus Administration
-ILT
-IGT
-ICs
-Campus Reading Specialists
-ESL Teachers

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

	Formative: Nov 20%	Formative: Jan 50%	Formative: Mar 75%	Summative: June 100%

Strategy 7 Details	Reviews			

Strategy 7: Phonemic Awareness & Phonics: daily explicit and systematic phonics instruction using the Benchmark Resource provided to all K-3 teachers. 15-20 minutes for K-2 teachers and 10-15 minutes per day for 3rd-grade teachers.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Writing: 30+ minutes of authentic writing workshop where students write using choice & voice and apply phonics, spelling, and grammar knowledge on a daily basis

Strategy's Expected Result/Impact: Increase of students at Met Level on mClass from BOY to MOY & EOY
Increase in student growth on MAP Foundations of Literacy (k-2)
Increase in student proficiency in writing

Staff Responsible for Monitoring: Campus Staff
MTSS team

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

	Formative: Nov 25%	Formative: Jan 50%	Formative: Mar 90%	Summative: June 100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 3: Ensure 100% of English Language Learners (EL) students will make progress towards an advanced level in proficiency in Reading, Writing, Listening and Speaking.

    Evaluation Data Sources: Performance Growth Goals and TELPAS results
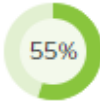
    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Improve instruction and engagement for EL students by: 2)Integrating high yield strategies for language-rich instruction including sentence stems, vocabulary development, and cooperative learning structures implementing linguistically accommodated instruction to differentiate according to proficiency levels, ELPS integration, and targeted content and language objectives for all content areas. 3)Utilizing TELPAS data in conjunction with linguistic accommodations to monitor and adjust linguistic goals, provide intervention accordingly, and scaffold supports in reading, writing, listening, and speaking in increasing complexity	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	65%	75%	100%
Strategy's Expected Result/Impact: 100% of EL students will show growth of at least 1 level or maintain level in TELPAS ratings measured annually **Staff Responsible for Monitoring:** -Instructional Leadership Team -Campus Administration -Bilingual Specialist -ESL Teachers **Title I:** 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 4: Deliver a rigorous and relevant curriculum using instructional strategies designated to engage learners in meaningful learning experience

Evaluation Data Sources: Classroom observations, planning documentation, small group plans/anecdotal tracking sheets, teacher created assessments, district assessments, Ellevation, TTESS Professional Development plans, teacher professional development log, report cards, state assessments, and overall campus rating

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Monitor strategies to promote continuous improvement and Special Education, 504, Dyslexia, Gifted and Talented, and ELL programs	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: ILT will meet every nine weeks to review student performance data. Data will include district and local designed assessment results. **Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers	15%	55%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Recurring PLC meetings to collaboratively plan lessons and dive deep together into Instructional Focus Documents.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lesson plans aligned to TRS and learning objectives. **Staff Responsible for Monitoring:** - Campus Administration -ILT Team members -Teachers -ICs -Specialists **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%	65%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 5: Ensure that special education students meet their grade level Individual Education Plan (IEP) goals.
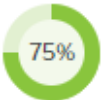
    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			

Strategy 1: SPED teachers will provide small targeted instruction as per student's IEP to help meet their goals.
 	
2)SPED teachers will facilitate inclusion throughout the day as appropriate per IEP, giving students the opportunity to participate with their grade level.
    Strategy's Expected Result/Impact: 80% of SPED students will perform at the Approaches Grade Level in Domain III
    Staff Responsible for Monitoring: -SPED Teachers
-Administration
 	
    Title I:
2.4, 2.6
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	20%	60%	75%	100%

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖	Discontinue

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 6: Improve science instruction

    Evaluation Data Sources: Increase in meets on STAAR Assessments

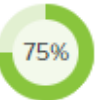   **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Create science notebooks to record, organize, and reflect students understanding and knowledge of learned skills in grades 3-6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

2)Participate in relevant, hands-on science experiences weekly for grades K-6
 	
3)Apply real-world solutions through the use of hands on labs
 	
4)Use student notebooks to reflect the 5E's
    Strategy's Expected Result/Impact: 100% of students in grade 5 will achieve an approaches level and 50 % will achieve the Meets level in STAAR
 	
    All teachers will embed 5E model in science instruction.
    Staff Responsible for Monitoring: -Instructional Leadership Team
    -Campus Administration
 	
    Title I:
    2.4, 2.5
	20%	55%	75%	100%

0% No Progress	100% Accomplished	➜ Continue/Modify	✖ Discontinue	

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 7: Increase students success in math through the following strategies:

    Evaluation Data Sources: Increase in QSA's, PA's and STAAR Assessments

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 1) Provide daily exposure to on grade level story problems as well as opportunities to apply the story problem protocol to complex problems.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

2)Use number talks daily, problem solving, incorporate manipulatives, and provide hands on activities during whole and small group instruction and workstations
 	
3)Utilization of basic math computation skills with fluency, commensurate with grade level standards as stated in the Texas Essential Knowledge and Skills (TEKS)
 	
4)Systematically spiral math concepts on a weekly basis in assignments, assessments, homework and in work stations develop/goal setting to monitor individual student growth
 	
5)Participating in PLC Data Chats
 	
    Strategy's Expected Result/Impact: 70% of students will meet growth measure improvement on district and STAAR assessments
 	
    Staff Responsible for Monitoring: -Teachers
Instructional Leadership Team
-Campus Administration
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
	15%	60%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 8: Improve student performance in all tested areas.

    Evaluation Data Sources: Meet or exceed district performance growth goals

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Monitor the maintenance of GT Professional Development Hours for certification and certificate maintenance. (foundational 30/update 6 hours)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Professional Development Evaluation Results
    Staff Responsible for Monitoring: Administration
 	
    Title I:
    2.4, 2.5, 2.6
	15%	50%	70%	100%

Strategy 2 Details	Reviews			
Strategy 2: In PLCs, focus on growth for all students. Track performance growth goals and increase from "approaches" to "meets" and "meets" to "masters". Track MAP growth and hold parent conferences in the fall to educate parents. Focus on student goal setting for reading and math, have students track their RIT score and set action steps towards their goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student growth Monitoring mastery on Power TEKS
    Student Performance results reviewed each 9 weeks
    Data Meetings scheduled by Campus Administrator
    TTESS results Student performance results by teacher reviewed each 9 weeks
    Staff Responsible for Monitoring: Classroom Teachers
    Instructional Leadership TEAM
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	15%	55%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Create Accelerated Learning Plans for students who did not pass STAAR the previous year. Accelerated Learning Committees will meet to discuss the plans for all students in grades 4 and 6 based on results in grades 3 and 5. Students will receive 30 hours on grade level small group tutoring in each tested area needed with HQIM such as Think Up Math, Do The Math, ST Math, Think Up Reading, Think Up Science, and other approved resources.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in on grade level instruction delivered in a small group. Increase in students performing on grade level. Increase in student growth with students meeting expected trajectory. **Staff Responsible for Monitoring:** Administration ILT Teachers of record Math Interventionist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	15%	45%	70%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue
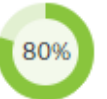
Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 1: Employ recruiting and hiring practices that ensure the hiring of highly qualified and diverse staff that reflect the campus student population

    Evaluation Data Sources: Appraisal/evaluation data, discipline data, staff climate survey, parent survey, student survey, RPM survey data, campus retention data

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify and hire candidates with high standards for all children specifically low-income and minority students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in diversity of staff	**Nov**	**Jan**	**Mar**	**June**
Increase retention Decrease turnover Increase in cultural competence Decrease in discipline referrals Increase in student survey results Increase in staff climate survey Increase in parent survey results **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **Additional Targeted Support Strategy**	75%	80%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: Identify and hire highly effective teachers with years of proven proficient teaching experience.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in teacher effectiveness	**Nov**	**Jan**	**Mar**	**June**
Increase in teacher efficacy Increase in years of teacher experience Increase in quality of instruction Increase in student achievement Increase in student survey results Increase in staff climate survey Increase in parent survey results **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **Additional Targeted Support Strategy**	35%	55%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: Implement and supplement the district mentoring program (RPM) to support new staff (0-3 years).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in retention	**Nov**	**Jan**	**Mar**	**June**
Decrease in turnover Increase in new teacher professional growth Increase in quality instruction Increase in student achievement Increase in campus climate survey Satisfaction results in RPM survey Participation in New Teacher Academies **Staff Responsible for Monitoring:** RPM Lead Mentor RPM Mentors Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	30%	50%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: Foster a school climate that acknowledges and shows appreciation to staff for the work they do.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve campus morale Increase retention Decrease turnover Increase in staff climate survey **Staff Responsible for Monitoring:** PBIS Team Sunshine Committee PTA Staff Administration **Additional Targeted Support Strategy**	55%	60%	90%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 2: Seek employee input and feedback from ACE staff to inform decision making

Evaluation Data Sources: Increase in positive response rate of staff in focus group response and/or staff survey responses from 80% to 83% (Overall, the district is heading in the right direction)

Increase teacher response rate from 85% to 90%

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus Improvement Committee comprised of Pk-6th grade teachers, specials, SPED, and ILT staff will meet quarterly to monitor CIP plan and progress and make adjustments as needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monthly CIC Meeting to review, discuss, and update CIP. **Staff Responsible for Monitoring:** Staff Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	40%	50%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 3: Provide necessary feedback professional development to successfully implement the Vision, Mission, Goals, and Objectives of the district

Evaluation Data Sources:
Professional development feedback/PLC feedback, professional development required hours/certification, TTESS conferences, walk-throughs, lesson plans, student data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Provide on-going campus staff development opportunities for staff in the following areas:	**Nov**	**Jan**	**Mar**	**June**
a) Differentiated Instruction b) Technology Integration c) RtI/504/SpEd/Dyslexia c) ELL/ELPS/Ellevation d) PLCs (4 questions) e) Lesson Planning f) TRS/Schoology/Lead4ward g) Data Analysis h) PBIS/Champs i) Sandford Harmony (SEL) j) Discipline Interventions K)Balanced Literacy L)STEM N)Lead4ward	40%	65%	80%	100%

Strategy's Expected Result/Impact: Increase teacher effectiveness
Increase student achievement
Improve student engagement
Increase data driven practices
Increase meeting the needs of all students
Increase campus morale

Staff Responsible for Monitoring: Administration
Instructional Coaches
Campus Specialists
Instructional Leadership Team
Counselors
Teachers

Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Implement district walk-through system to assess the delivery of curriculum and provide specific feedback for the teachers to improve instruction.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to use the feedback to seek opportunities for growth **Staff Responsible for Monitoring:** Administration ILT Executive Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	30%	55%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 4: Ensure each student meets grade level content expectations or beyond, with increased success on STAAR by utilizing campus professional development.

Evaluation Data Sources: 100% of certified Staff will participate in professional development including but not limited to: 18 hours of non-duty PD, compliance trainings, Teacher Reading Academy (K/1 teachers), campus provided PD, district content provided PD, and individual PD plans based on TTESS goal setting.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Professional development topics will include but are not limited to: Classroom Management, PBIS Refresh, Trauma Informed Practices, De-escalation & Restorative Practices, ST Math Rollout, Phonics Bags rollout, Fountas & Pinel Guided Reading Library, Amplify rollout, TRA K/1, Foundations of Literacy 2nd, and other district content PD offerings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase percent of students meeting grade level expectations on STAAR, showing expected growth on MAP, and meeting trajectory of 1 year's worth of growth on mClass, IDEL, DRA and other diagnostics. **Staff Responsible for Monitoring:** -Instructional Leadership Team -District Specialists -Campus Admiistration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	35%	55%	75%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 1: Enhance communication processes to provide stakeholders with timely, effective and reliable communication

    Evaluation Data Sources: Weekly Administration and Teacher Newsletters to parents.

    Summative Evaluation: Met Objective

Strategy 1 Details			Reviews			
Strategy 1: Enhance communication processes to provide stakeholders with timely, effective and reliable communication through emails, phone messages, texts, and newsletters.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Maintain parents and community stakeholders informed through newsletters, emails, phone text, voice messages, and marquee.
    Staff Responsible for Monitoring: Administration
 	
Teachers
 	
    ESF Levers:
Lever 3: Positive School Culture
			25%	55%	85%	100%

0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 2: Expand parent engagement opportunities, increase business and community partnerships, and increase PTA involvement and membership.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Host family engagement events to support community relationships i.e. health fair, Family Literacy Night, STEM night, Back to School Carnival, Sneak Peek 1st Day of School.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Enhance and strengthen relationships amongst families Build relationships between community members and the school **Staff Responsible for Monitoring:** Administration **Title I:** 2.5, 4.1, 4.2	50%	70%	85%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 3: Inform and educate the ACE community on topics of interest i.e.. safety, security, wellness, suicide, drug prevention, bullying etc. Dollars for College, The Food Pantry.
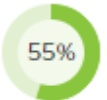
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Host community informational sessions to inform and educate the parents on topics of interest i.e.. safety, security, wellness, suicide, drug prevention, bullying, Dollars for College and transition to middle school .	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: An increase of knowledge on respective topics and how to support or seek help for students. At the campus level, a decrease of bullying. **Staff Responsible for Monitoring:** Administration Community In Schools Counselors **Title I:** 2.5, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	35%	70%	90%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 4: Survey parents obtain input and feedback. Utilize feedback to improve parent perceptions.

    Evaluation Data Sources: Increase of positive response rate from parents in identified areas of growth

    Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Using the results from the Parent and staff Climate Survey to determine areas to address of improvement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent and staff Climate Survey results 2019 - 2020 positive responses greater than or equal to 80% (strongly agree/agree)		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Leadership TEAM **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture		35%	55%	90%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

Performance Objective 1: Operate in fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement

Evaluation Data Sources: Budget report

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Monitor the staff request and allocate funding accordingly.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Resources being used appropriately		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator and Executive Assistant **Title I:** 2.6		35%	60%	80%	100%

Strategy 2 Details		Reviews			
Strategy 2: Participate in Student Action Fund Grant, year 1. Funds will be used for staff stipends for extended planning, high quality instructional materials, family literacy engagement event, and professional development.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus will move from the state accountability rating of a D/Improvement Needed to a B/Met Standard in two years. **Staff Responsible for Monitoring:** Chief Officer of Interventions and Literacy Principal Grant Committee **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		45%	80%	95%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue					

Goal 6: We will ensure that our facilities and infrastructure adapt to support our mission.

Performance Objective 1: Implement Standard Response Protocol for safety and security on campus.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: 1. Take part of RISD safety week.	**Formative**			**Summative**
2. Communicate via Blackboard with parents after each safety drill.	**Nov**	**Jan**	**Mar**	**June**

3, Maintain a crisis plan with yearly training for all staff.
 	
4. Monitor the effectiveness of security processes on a continual basis throughout the year.
 	
5. Hold "I Know What to do Day" throughout the school year
   Strategy's Expected Result/Impact: Understanding of what to do in case of an emergency situation in various locations in the building.
 	
Parents Awareness of safety drills
   Staff Responsible for Monitoring: -All Staff
-Campus Amdinistration
 	
   Title I:
2.6, 4.1
	65%	80%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implement safety drills each semester and update CIP quarterly to show completion.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff will participate in regular practice of safety protocols, and all stakeholders will have evidence that these are occurring monthly. **Staff Responsible for Monitoring:** All Staff Leadership TEAM	**Nov**	**Jan**	**Mar**	**June**
	60%	70%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 7: We will ensure the safety and wellness of students and staff while also achieving the mission of RISD for ALL to learn, grown and succeed during the time of the Coronavirus Pandemic.

Performance Objective 1: Ensure implementation and observation of Covid Blueprint Protocols

    Evaluation Data Sources: Covid-19 Spread Rate

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Effectively communicate and implement RISD developed Risk Mitigation Protocols including encouraging students and staff to wear masks and get vaccination (as eligible)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: RISD Blueprint
    Staff Responsible for Monitoring: Principal, Nurse, all staff
 	
    Title I:
2.6
	50%	75%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor Reintroduction Plan/Support for returning virtual learners	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased understanding of trauma experienced during pandemic	**Nov**	**Jan**	**Mar**	**June**

Increased understanding of effects of trauma on the brain
Increased understanding of effects of trauma on student behaviors
Support offered to students with transition from virtual to in person learning
    Staff Responsible for Monitoring: Administration
Counselors
All staff
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
	50%	75%	85%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 7: We will ensure the safety and wellness of students and staff while also achieving the mission of RISD for ALL to learn, grown and succeed during the time of the Coronavirus Pandemic.

Performance Objective 2: Intervention/Enrichment

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide enrichment opportunities for ALL RISD students regardless of learning model	**Formative**			**Summative**
Strategy's Expected Result/Impact: Advanced learning teachers will work in PLCs to support planning for enrichment with face to face and virtual teachers during effective Tier 1 instruction, and pull out opportunities.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Advanced Learning Teacher, ILT **Title I:** 2.5	50%	70%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implement RISE (Raising Individual Student Expectations) Saturday Experiences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce Tier 3 students in K - 2 from 30% to 10%	Nov	Jan	Mar	June
Staff Responsible for Monitoring: LIT & Interventionist **Title I:** 2.4, 2.6	5%	10%	60%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue