

Richardson Independent School District
Carolyn G. Bukhair Elementary
2022-2023 Campus Improvement Plan



Mission Statement

All scholars at Carolyn Bukhair Elementary will demonstrate growth in academics, behavior, and social emotional intelligence.

Vision

RISD: Where all students connect, learn, grow, and succeed.

Value Statement

- Scholar growth is our #1 priority.
- Begin and end each day with scholars in mind.
- Exhibit professional integrity and behavior.
- Maintain high expectations for all scholars.
- Develop and maintain partnerships with our community and celebrate its culture and diversity.
- Hold the relationships between all staff, scholars, and community members in high regard.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

While there has been longitudinal low performance at CBE, re-establishing a culture of unwavering high expectations and exhibited daily by adults and students will no doubt counter the outcomes of both. There is no doubt a correlation between the ability to recruit and retain teachers and the school's outcomes. We are putting in a new set of expectations and accountability levels for scholars and teachers and supporting individuals to meet those expectations. We are also re-establish a close relationship with our bilingual parent community by opening our doors and communicating the need to have them a part of the child's learning. Our work targeting instructional alignment matched with effective instructional practices, coupled with a shift in cultural expectations related to performance expectations is this year's focus for school improvement.

Demographics

Demographics Summary

64 teachers and staff - total

School Class Sizes are definitely manageable from a size standpoint with no class size waiver.

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	64.5	100.0%	100.0%	100.0%
Professional Staff:	60.5	93.9%	68.2%	64.3%
Teachers	45.8	71.0%	51.0%	49.6%
Professional Support	11.8	18.2%	12.7%	10.6%
Campus Administration (School Leadership)	3	4.7%	2.8%	3.0%
Educational Aides:	4	6.1%	8.3%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1	n/a	47	4,290.0
Part-time Librarians	0	n/a	4	582
Full-time Counselors	1	n/a	117	13,211.0
Part-time Counselors	1	n/a	7	1,126.0
Total Minority Staff:	33.2	51.6%	45.2%	51.5%
Teachers by Ethnicity:				
African American	1.3	2.9%	11.6%	11.1%
Hispanic	18.9	41.4%	15.9%	28.4%
White	21.9	47.8%	67.3%	56.9%
American Indian	0	0.0%	0.4%	0.3%
Asian	2	4.4%	3.3%	1.8%
Pacific Islander	0	0.0%	0.1%	0.2%

	----- Campus -----			
Two or More Races	1.6	3.5%	1.5%	1.2%
Teachers by Sex:				
Males	4	8.7%	20.5%	23.8%
Females	41.8	91.3%	79.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0	0.0%	0.0%	1.2%
Bachelors	35.2	76.9%	77.8%	73.0%
Masters	10.6	23.1%	21.7%	25.0%
Doctorate	0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.7	6.0%	9.0%	6.7%
1-5 Years Experience	16.1	35.1%	32.7%	27.8%
6-10 Years Experience	11.3	24.6%	21.1%	20.3%
11-20 Years Experience	11.6	25.3%	25.6%	29.1%
21-30 Years Experience	4.1	9.0%	9.7%	13.0%
Over 30 Years Experience	0	0.0%	1.9%	3.1%
Number of Students per Teacher	13.6	n/a	13.3	14.5
Staff Information	Campus	District	State	
Experience of Campus Leadership:				
Average Years Experience of Principals	9	6.6	6.4	
Average Years Experience of Principals with District	9	5.9	5.5	
Average Years Experience of Assistant Principals	3	5	5.5	
Average Years Experience of Assistant Principals with District	2.5	4.6	4.8	
Average Years Experience of Teachers:	9.2	9.8	11.2	
Average Years Experience of Teachers with District:	5.3	6.4	7.2	
Average Teacher Salary by Years of Experience (regular duties only):				
Beginning Teachers	\$53,109	\$54,038	\$50,849	
1-5 Years Experience	\$55,253	\$55,321	\$53,288	
6-10 Years Experience	\$56,782	\$57,449	\$56,282	

	----- Campus -----			
11-20 Years Experience	\$60,080	\$60,695	\$59,900	
21-30 Years Experience	\$63,545	\$64,297	\$64,637	
Over 30 Years Experience	-	\$69,446	\$69,974	
Average Actual Salaries (regular duties only):				
Teachers	\$57,469	\$58,168	\$57,641	
Professional Support	\$60,042	\$67,814	\$68,030	
Campus Administration (School Leadership)	\$84,784	\$88,022	\$83,424	
Instructional Staff Percent:	n/a	66.6%	64.6%	
Contracted Instructional Staff (not incl. above):	0	0	5,731.4	
	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	23.9	52.3%	8.9%	6.2%
Career and Technical Education	0	0.0%	4.1%	5.1%
Compensatory Education	0	0.0%	5.8%	2.8%
Gifted and Talented Education	0.4	0.9%	2.1%	1.8%
Regular Education	17.2	37.6%	67.2%	71.0%
Special Education	4.2	9.3%	11.9%	9.4%
Other	0	0.0%	0.0%	3.6%

Demographics Strengths

Diverse teaching staff with multilingual talents

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need to focus on reading for all students targeting SPED, EL, Economically Disadvantaged, and Hispanic. **Root Cause:** Teachers and support staff need to focus and deliver high-quality Tier One instruction, best practices for SPED students, and making content comprehensible for EL students on a consistent daily basis following the plans delivered in collaborative planning sessions.

Student Learning

Student Learning Summary

We use Quarterly Summative Assessments, Weekly Quick Checks, Measure of Academic Progress testing, Developmental Reading Assessment, Demonstrations Of Learning, Leveled Literacy Intervention, SOLUCIONES, DO THE MATH data to inform instructional practices.

Our performance on short-cycle assessments is higher across all grade levels, but performance is lower on cumulative/comprehensive assessments

Our reading diagnostic information would support the need for targeted, explicit instruction on phonics and phonemic awareness in grades k-2 specifically. Many of our scholars struggle with learning how to read in two languages but are persistent in remaining engaged in learning.

Student Learning Strengths

While many of our scholars are not on grade level their persistence related to sticking with learning expectations when they are productively struggling is a strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading and Math targets for achievement were not met for Hispanic, Economically Disadvantaged, EL, and SPED students. **Root Cause:** Teachers and support staff must focus on TIER 1 instruction that meets the needs of SPED, EL, and Economically Disadvantaged students.

School Processes & Programs

School Processes & Programs Summary

Our staff is currently engaged in the implementation of the Effective School Framework components as a result of being a recipient of ESF Grant in partnership with Region X.

Our primary focus this year is on designing aligned instructional planning calendars that will support, aligned lessons with aligned formative assessments at the end of each lesson/unit.

The two-year long agreement will work on effective instructional practices aligned to research-based practices that effective school use and have been proven to be successful with students.

We are expecting that this level of deliberate support and learning campus-wide will elevate performance and be the support we need to retain our teachers.

School Processes & Programs Strengths

Deliberate, explicit research-based programming with frequent monitoring and progress checks related to instructional school processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional planning calendars and daily lessons must be aligned to the level of rigor that students will be held accountable for on the state assessment. **Root Cause:** Lessons designed were not aligned to level of rigor that students experienced on the state assessment.

Perceptions

Perceptions Summary

Our expressed belief is that your address and economic status does not determine your performance outcome. Our student efficacy data shows they feel cared for and supported by their teachers and that they believe they can! Our teacher's efficacy survey data also support their belief that they are prepared to support scholars reach their academic goals!

Perceptions Strengths

Strong teacher and student efficacy data

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CBE is a unique school with unique strengths and areas for growth, but the narrative of historical under-performance can drive the behaviors of adults. **Root Cause:** The daily behaviors and expectations of adults for students is not always aligned with their efficacy surveys

Priority Problem Statements

Problem Statement 1: We need to focus on reading for all students targeting SPED, EL, Economically Disadvantaged, and Hispanic.

Root Cause 1: Teachers and support staff need to focus and deliver high-quality Tier One instruction, best practices for SPED students, and making content comprehensible for EL students on a consistent daily basis following the plans delivered in collaborative planning sessions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Reading and Math targets for achievement were not met for Hispanic, Economically Disadvantaged, EL, and SPED students.

Root Cause 2: Teachers and support staff must focus on TIER 1 instruction that meets the needs of SPED, EL, and Economically Disadvantaged students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Instructional planning calendars and daily lessons must be aligned to the level of rigor that students will be held accountable for on the state assessment.

Root Cause 3: Lessons designed were not aligned to level of rigor that students experienced on the state assessment.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data




- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results








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: Teachers will participate in targeted professional development focused on student culture and routines, classroom management strategies, social-emotional support curriculum, and mind/body movement strategies, and restorative practices (red and green strategies) to support a positive student classroom climate. These strategies will help support students in diverse populations (SPED, Emerging Bilinguals, Economically disadvantaged).

Evaluation Data Sources: Attendance at PD, culture and routine observations, classroom observations utilizing the management trajectory, observations of SEL

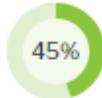






Strategy 1 Details	Reviews			
Strategy 1: Use training to address student culture routines. Strategy's Expected Result/Impact: PD roll out with consistent monitor to ensure that culture norms are practiced and implemented successfully Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop effective prevention strategies and communication and partnerships with parents to keep students safe, including Bullying incidents and prevention strategies, internet safety and digital citizenship, immunization compliance, absenteeism, Suicide, and substance abuse prevention, CERT prevention drills, Teen screen for 6th graders. The school will utilize CIS as an added resource.</p> <p>Strategy's Expected Result/Impact: Students will overcome barriers and through the use of a variety of strategies, students will remain engaged in school.</p> <p>Staff Responsible for Monitoring: CIS, Principal, Counselors, Assistant Principals.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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: All teachers will receive professional development on how to plan and deliver daily social and emotional curriculum, Second Steps.







Evaluation Data Sources: Attendance at PD, observations during SEL

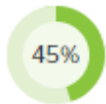








Strategy 1 Details	Reviews			
Strategy 1: Implement 2nd step/SEL on a daily basis in order to assist students in dealing with coping skills. Strategy's Expected Result/Impact: Teachers implement the SEL curriculum and evidence shown through a better student culture. Staff Responsible for Monitoring: Admin and coaches Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
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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: Implement programs and instructional strategies to meet the social, emotional and academic needs including cross-curricular activities, tutoring after school and Saturday school of special populations (SPED, EB), including MTSS, academic improvement, discipline, and Jr. High transitions, PreK transitions and include extra-curricular activities.

Evaluation Data Sources: Meet standard through walkthrough and evaluation of student growth.

Strategy 1 Details	Reviews			
Strategy 1: Monitor the progress of students served by special education, Dyslexia, 504, and ELL through the use of branching minds and MTSS meetings regularly. Strategy's Expected Result/Impact: Students being served will be progressing through their goals and obtaining their projected growth measures (if applicable) Staff Responsible for Monitoring: Administration and ILT as well as teachers in those specialist areas Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be served during I-Time using LLI or Soluciones in order to close the achievement gap in the area of reading. Strategy's Expected Result/Impact: Through LLI and SIL, students will from from their current reading levels in order to demonstrate reading mastery. Staff Responsible for Monitoring: AI instructional staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Counselors will facilitate the Naviance process and provide CCR focused guidance lessons. Counselors will plan and implement the transition to 7th grade Jr. high. Strategy's Expected Result/Impact: 6th graders scheduled for 7th grade and completed visits. Staff Responsible for Monitoring: Counselor Title I: 2.4, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Track students who did not pass STAAR in grades 3-6 in Branching Minds and provide Accelerated Learning daily through cross-curricular activities and small group instruction. Strategy's Expected Result/Impact: Accelerate Learning for students and close gaps to increase performance. Staff Responsible for Monitoring: Administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Clear and consistent implementation of a discipline management plan with effective use of PBIS. Strategy's Expected Result/Impact: Positive behavior which allows students to effectively maximize learning time. Staff Responsible for Monitoring: Administrators, counselors. Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
Strategy 6: Teachers attend conferences to develop their engagement skills and high quality instruction in Math, Reading, Science, Writing, Social Studies. Strategy's Expected Result/Impact: Teachers score proficient in domain 2 observations. Staff Responsible for Monitoring: Anabel Ruiz Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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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: Enhance social, emotional and academic supports for all students.

Evaluation Data Sources: Safety and security training for staff

Drill logs

Guidance lessons

Strategy 1 Details	Reviews			
Strategy 1: Formation of ERT team as well as AED drills. Strategy's Expected Result/Impact: Students and staff will have a better understanding of what to do in the case of a real emergency and perform necessary drills. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor will provide necessary suicide prevention lessons and interventions. Teen Screen will be implemented for 6th grade students Strategy's Expected Result/Impact: Reduction in suicide referrals and assessments. Staff Responsible for Monitoring: Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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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: CBE ensures that there are strategies in place to support students in their growth based on the district's Graduate Profile. Including incorporating financial literacy development opportunities, opportunities for critical thinking, and goals for effective communication, real-world connections through field trips and hands-on lessons, emotional intelligence through the use of PBIS and SEL strategies.







Evaluation Data Sources: Training for teachers and observations.








Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement student competencies from the Graduate Profile K-6, including field trips to incorporate hands-on learning experienced. Strategy's Expected Result/Impact: Increased proficiency in graduation profile competencies. Increase in student awareness of graduate profile. Staff Responsible for Monitoring: Campus Administration Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 1: Teachers will be trained in Data Driven protocols that will be employed weekly to review student performance, identify specific reteach and reassessment practices, and design targeted interventions for students in need of assistance. Training will include TRS, Lead4Ward, Education Galaxy and PLCs (Look forward/Look Backwards).

Evaluation Data Sources: Teacher review reteach lessons will be worked out at DDI and reteach will data will be collected through Eduphoria




Strategy 1 Details	Reviews			
Strategy 1: Through the use of Data Driven Instruction, admin and coaches will lead teachers to effective weekly data dives and reteach/review lessons. Data Driven Instruction will be facilitated through the use of All In Learnign. Strategy's Expected Result/Impact: Through weekly lead Data-Driven Instruction meetings, teachers will be able to plan appropriate reteach review lessons based on the most important teks and will track the progress of these reviews. Staff Responsible for Monitoring: Administrators and coaches 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 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Specific, purposeful planning and monitoring of 2nd and 3rd grade reading will occur through Collaborative Planning Model, Data-Driven Instruction, and observation/feedback. Strategy's Expected Result/Impact: Increased student performance in 2nd and 3rd grade reading across all populations. Staff Responsible for Monitoring: Instructional Coaches and admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
Strategy 3: Incorporate AVID and supplemental resources such as Education Galaxy and Zearn to advance students' learning. into 3-6 classrooms. Strategy's Expected Result/Impact: Increased level of relationships with students, two-column note-taking and WICOR strategies-use of learning logs, critical reading strategies. Staff Responsible for Monitoring: Administrators and AVID teachers, classroom teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Teachers, Data Interventionists, Instructional Coaches and Administrators will participate in a weekly Data-Driven Instruction meeting using data acquired from weekly quick checks, anecdotal records, MAP, MClass that targeted the standards taught that week. The DDI will help teachers develop a deeper understanding of state standards through the unpacking process, identify student misconceptions around the standard, study exemplars of student work and practice reteach methods for students who need more assistance, develop reassessment of the reteach, and practice the reteach.

Evaluation Data Sources: Reteach data, teacher growth in data, Lead4Ward knowledge to choose power TEKS, All In Learning, Unify.








Strategy 1 Details	Reviews			
Strategy 1: Weekly Data-Driven Instruction meetings will be facilitated for all WQC to track student growth Strategy's Expected Result/Impact: Teachers will be able to identify gaps and through DDI, they will be creating lessons to assess those gaps and reteach and reassess. Staff Responsible for Monitoring: ALL instructional staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Data-Driven Instruction will facilitate the type of necessary reteach (model or guided discourse) and how to differentiate in small group so that students are reading on grade level.</p> <p>Strategy's Expected Result/Impact: Reteach lessons taught within 24 hours of Data-Driven Instruction and then reassessed to see if students performed better than previously assessed. These improve reading and math performance in targeted grades.</p> <p>Staff Responsible for Monitoring: Administrators and coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 3: Teachers will track student growth goals after each weekly quick check and unit assessment to help determine if students are on track to meet their projected student growth goals related to the current state accountability system. 100% of students will meet their STAAR and/or MAP growth goals.








Evaluation Data Sources: Teachers will intervene so that students are on track, DRA data, MAP data, Weekly Quick Checks locally and in Branching Minds.

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches and ESSER teachers will assist teachers in understanding growth measures and the appropriate ways to monitor them. Strategy's Expected Result/Impact: Through data walls, student growth goals, and individualized step by step goals with conferencing with students; teachers and students will identify goals and track the progress. Staff Responsible for Monitoring: Data coach, instructional coaches, and administrators. Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 4: Campus administrators will implement, monitor, and evaluate data processes related to weekly quick checks and responses to outcomes.








Evaluation Data Sources: Administrators lead data meetings and implement components from Region X trainings.

Strategy 1 Details	Reviews			
Strategy 1: Use Weekly Quick Checks to drive instruction and to reteach. Strategy's Expected Result/Impact: Data meetings will dictate the manner in which teachers reassess and monitor student growth Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 5: Teachers will use the data from DDI processes to design small group interventions during I-Time and Independent practice time that target skill and standards.

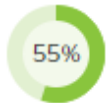

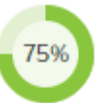




Evaluation Data Sources: I time will lead to growth for students not reading on grade level and/or not meeting their individualized growth goals.

Strategy 1 Details	Reviews			
Strategy 1: Data drives grouping for intervention during i times to support closing instructional gaps to support mastery learning and projected growth goals Strategy's Expected Result/Impact: Teachers will create groups based on formative assessments to implement proper I-Time strategies/interventions to grow students. Staff Responsible for Monitoring: Instructional staff Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 6: CBE has identified specific members of their campus to serve as members of the Effective Schools Framework to support the promotion and training of processes, strategies and protocols related to the implementation of the high leverage strategies.







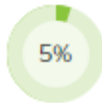


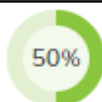
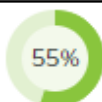
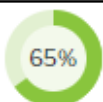
Evaluation Data Sources: Team members will be influential in their work and will assist with PD and other instructional areas.

Strategy 1 Details	Reviews			
Strategy 1: Members of the ILT will develop and train staff to implement routines and data-driven instruction Strategy's Expected Result/Impact: Routines and DDI will be solidified throughout the various forms of strategies and interventions that we are using (VBT, Transitions, O&F, and real-time feedback). Staff Responsible for Monitoring: ILT, Executive Director of School Improvement and Campus Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 7: 2022 Campus State Accountability rating will be an "A".

Evaluation Data Sources: WQC, MOY, SIM, ACE SIM and other data sources will serve as predictors to the attainment of our goal.

Strategy 1 Details	Reviews			
Strategy 1: Based on all levels of support (RISD, Region X, etc.) CBE will go from a B campus to an A campus. Strategy's Expected Result/Impact: Upon completion of the STAAR testing season, CBE will have grown their students as demonstrated on state accountability scores. Staff Responsible for Monitoring: ALL instructional staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase attendance from 94.3% to 96.4% by the end of the year. Strategy's Expected Result/Impact: Students will miss less instruction and will benefit from the daily lessons that teachers are planning. Staff Responsible for Monitoring: Antonia Rangel.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 45% of ELLs will meet their progress measure on TELPAS. Strategy's Expected Result/Impact: Students will be able to comprehend at higher rates in components that required them to read in their second language. Staff Responsible for Monitoring: Justin Clements.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Parent Conferences will be held to determine which students need added support based on their MAP BOY data. Strategy's Expected Result/Impact: Students and parents will be able to support the learning at home. Staff Responsible for Monitoring: Ana Baptista.	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify










Discontinue

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

Performance Objective 8: Campus administrators and other key instructional leadership team members will lead training at the campus level and receive support for central staff members on a Balanced Literacy Framework that addresses reading and writing strategies in monolingual and bilingual classrooms. The Balanced Literacy strategies will be delivered via the Gradual Release Model and progress monitored daily through multiple checks for understanding, demonstrations of learning at the end each lesson, formative weekly quick checks, and district formative and summative assessments.











Evaluation Data Sources: Principals will train staff based on major components.
Teachers will review, adjust, and implement the training.
ILT will monitor for implementation.

Strategy 1 Details	Reviews			
Strategy 1: Implement components of balanced literacy in the classroom with purposeful, specific monitoring of its implementation. Strategy's Expected Result/Impact: Balanced literacy will be an integral part of all ELAR components as evidence through planning and lesson roll-out. Staff Responsible for Monitoring: Coaches and admin Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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








Performance Objective 9: Teachers will design lessons in the gradual release model that include mind and body movement strategies to support to relax body and mind to create optimal physical conditions for learning and reducing stress for students as a result of increase accountability

Evaluation Data Sources: Students morale up along with less referrals/behavior concerns.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be taught about the gradual release model and create plans addressing brain breaks and stress reduction Strategy's Expected Result/Impact: Teacher lesson planning is performed at the necessary level and evidence will be observed via walkthroughs. Staff Responsible for Monitoring: Admin and coaches Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will ensure differentiation through the completion of GT Professional Dev. Hours & Certificate (foundational -30 hours/update - 6 hours) Strategy's Expected Result/Impact: Teachers know how to differentiate learning for advanced students. Staff Responsible for Monitoring: Administrators, Instructional Coaches.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 10: Literacy Instruction in grades K-2 will be improved through the support of ESSER teachers.

Strategy 1 Details	Reviews			
Strategy 1: ESSER teachers co-teach and support K-2 teachers. Strategy's Expected Result/Impact: The impact of the ESSER teacher's support will be a reduction in the number of Tier 3 students in K-2 classrooms Improved reading performance via MClass/MClass Espanol Growth on LLI/Soluciones Improved performance on District QSA for K-2 Math and RLA./SRLA Staff Responsible for Monitoring: ESSER Teacher- We currently only have one. Other position remain open TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 11: Accelerated Learning Plans; Implemented during the day in small groups, after school, before school and during Saturday school by using approved district resources such as zern, IXL, LLI, Soluciones, DoTheMath.








High Priority

Evaluation Data Sources: Branching minds progress.

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

Performance Objective 1: Teacher will plan collaboratively each week using a PLC protocol that promotes the development of an aligned lesson objective to a demonstration of learning at the end of a lesson to measure mastery of standards following the gradual release model lesson structure.








Evaluation Data Sources: Teachers will become versed in planning and identifying the most important TEKS and the specificity at which it needs to be taught.

Strategy 1 Details	Reviews			
Strategy 1: Teachers effectively plan weekly during PLC in order to assess the 4 PLC framework questions to grow students. Strategy's Expected Result/Impact: PLC/CPM meetings will occur every week and coaches/admin will lead them in order to identify the most important TEKS and work on teaching at the deepest levels. Staff Responsible for Monitoring: All instructional staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 3: We will recruit, retain and reward quality personnel

Performance Objective 2: Provide training related to the development of an Instructional Planning Calendar that prioritizes state standards and supports the pacing of when and how long to teach standards and also leveraging TEKS Resource System and Lead4ward content and how to differentiate for students with disabilities and EBs.








Evaluation Data Sources: Coaches and teachers will create 9 weeks IPC

Strategy 1 Details		Reviews			
Strategy 1: IPCs creation through collaboration and training provided to teacher in need of additional support of this. Strategy's Expected Result/Impact: Coaches will implement and use the TRS system in order to create IPCs that deal with a complete breakdown of each TEK. Staff Responsible for Monitoring: Instructional coaches and academic facilitator Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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

Performance Objective 3: Work to have Instructional Coaches, and teachers collaborate on the development of weekly quick check formative assessments to prioritize standards in grades 3-6, in all STAAR test subjects. The campuses teams will be responsible for the development Daily Lesson Learning Objectives (LOs) aligned to state standards and Demonstrations of Learning (DOLs)








Evaluation Data Sources: LO and DOL will be aligned to WQC

Strategy 1 Details		Reviews			
Strategy 1: Use WQC-Weekly Quick checks, LO -Learning Objectives, DOL-Demonstrations of Learning to teach to the specifics of a TEKS. Strategy's Expected Result/Impact: Review WQC for alignment and use them to assess weekly taught lessons and review/reassess while tracking student growth in necessary areas. Staff Responsible for Monitoring: Data coach, instructional coaches, administrators 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 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

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

Performance Objective 4: Teachers will receive training and implement a comprehensive balanced literacy approach to address academic performance in the areas of reading and writing. The model carefully qualifies specific time blocks related to the necessary time to address model components like: Phonics, Read Aloud. Shared Reading, Mini-lessons, Small Group Instruction, Modeled Writing, Shared/Interactive Writing, Independent Writing in K-2 and 3-6 grade configurations. We will continue PD with Lead4Ward and TRS.


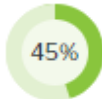





Evaluation Data Sources: Teachers have balanced literacy in their classroom and it is being implemented.

Strategy 1 Details		Reviews			
Strategy 1: Teacher training implemented in the classroom. Strategy's Expected Result/Impact: Teachers have all components of balanced literacy in their classroom and are using it with fidelity. Staff Responsible for Monitoring: Coaches, administrators, and teachers Title I: 2.4, 2.5 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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

Performance Objective 5: CBE Campus staff will have an 85% favorable ratings measured by the annual Staff Climate Survey


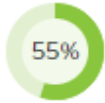





Evaluation Data Sources: Teacher ratings on the staff annual climate survey

Strategy 1 Details	Reviews			
Strategy 1: Upon completion of the STAFF Climate Survey, 85% of staff will report out a positive rating for their experience and work at CBE. Strategy's Expected Result/Impact: Teacher's will see the value of their work and they will return. Staff Responsible for Monitoring: Admin and coaches Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 6: Teacher and staff retention rate will be at 90% or higher



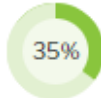




Evaluation Data Sources: Retention rates, teacher morale and administrative support will yield expected results.

Strategy 1 Details	Reviews			
Strategy 1: Administration and coaches will work with teachers to increase their capacity and student success. Coaches and administrators will ensure the implementation of a New Teacher Academy each month and provide space for mentor teachers to collaborate with their mentees. Strategy's Expected Result/Impact: Teachers will grow in their craft through coaching and real time feedback and will return for the following school year. Staff Responsible for Monitoring: Administration and Coaches Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 7: 90% of teachers will achieve a rating of proficient on T-TESS summative evaluation.











Evaluation Data Sources: Teachers will be at stated rating through coaching.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will grow through the various organizations supporting CBE. Strategy's Expected Result/Impact: Teachers will meet the expected goal of meeting a rating of 95% proficient. Staff Responsible for Monitoring: Administration, Coaches, ED Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 8: Hire certified, qualified and dedicated staff from different cultural and ethnic backgrounds that meet rigorous staffing requirements of CBE recruitment process.








Evaluation Data Sources: Increased quality of staff as measured by TTESS results, increased diversity of staff.

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement TTESS and other CBE observation protocols to support teacher development to enhance instructional skills Strategy's Expected Result/Impact: Increase overall performance of students via the state assessment Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop an employer of choice climate and culture through the development of collective efficacy with teachers by High levels of: Coaching on instructional practices Professional learning communities and collaborative planning Staff social gatherings Staff recognition Strategy's Expected Result/Impact: Retention of 90% of our staff Positive staff climate surveys Staff Responsible for Monitoring: Campus administrators Campus instructional leadership team Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 9: Mentoring; supplement the district mentoring program to support new staff.







Evaluation Data Sources: Retention rates, PD for New CBE Teacher University sign-in sheets.








Strategy 1 Details	Reviews			
Strategy 1: Members of ILT will develop and train staff to implement routines and data-driven instruction. Strategy's Expected Result/Impact: Routines and DDI will be solidified throughout the various forms of strategies and interventions that we are using (VBT, Transitions, O&F, and real-time feedback). Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
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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 process to provide stakeholders with timely, effective and reliable communication.

Evaluation Data Sources: Increase positive response rate from internal and external stakeholders on survey responses

Strategy 1 Details	Reviews			
Strategy 1: Promote positive parent relations and maintain high levels of parent engagement, increase PTA membership, including pan dulce with the principal meetings. Strategy's Expected Result/Impact: Parent survey results metric at 90% PTA growth and increased parent engagement. Staff Responsible for Monitoring: Campus Administrative Team Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize bilingual staff to support parent engagement in parental native language (Spanish) Strategy's Expected Result/Impact: Increase parent involvement at campus community events during the year. Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Continue to enhance campus communication tools such as website, automated phone calls, social media, school and class newsletters Strategy's Expected Result/Impact: Enhanced and streamlined communication generating increase parent interaction and involvement with school Staff Responsible for Monitoring: Campus Administrator Executive Administrator Classroom teachers Title I: 4.1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: 90% of parents will be responding positively to the school leadership component for the parent survey







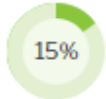


Evaluation Data Sources: Leadership will be visible and an active part of the community to attain rating.








Strategy 1 Details	Reviews			
Strategy 1: Continue to have outreach and family events that welcome and invite community members to be part of the turnaround experience at CBE Strategy's Expected Result/Impact: Parents/community will have a positive view about CBE and this will be demonstrated on the parent survey Staff Responsible for Monitoring: All staff members on campus Title I: 4.1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 30%	<div><div></div></div> 50%	<div><div></div></div> 70%	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 3: Increase links between home and school by providing systemic opportunities for parent engagement

Evaluation Data Sources: Increased positive responses on climate survey and increased parent involvement at school activities







Strategy 1 Details	Reviews			
Strategy 1: Promote positive parent relations through the promotion and support through PTA and family engagement nights. Strategy's Expected Result/Impact: 90% percent favorable ratings on parent climate survey on questions related to engagement Staff Responsible for Monitoring: Campus Administration PTA Board Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote PTA membership and involvement through heavy recruitment, face to face dialogue, social media and community activities. Strategy's Expected Result/Impact: Increase PTA membership Staff Responsible for Monitoring: PTA Board Campus Administrators Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement and monitor volunteer hours through the Voly system (Include at least 1 opportunity per month) Strategy's Expected Result/Impact: Increased volunteer tracking of hours Staff Responsible for Monitoring: Campus Administrators Executive Assistant Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				














Strategy 4 Details	Reviews			
Strategy 4: Send newsletter and update the marquee to market the school brand to the parents and community. Strategy's Expected Result/Impact: Communicate with parents and community members. Staff Responsible for Monitoring: Executive Assistant, administrators.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: The campus will identify and qualify for grants (gardens, pd, resources).

Evaluation Data Sources: Grants qualified for in the year.







Strategy 1 Details	Reviews			
Strategy 1: The campus will operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement like those Strategy's Expected Result/Impact: Purchased materials and supplies directly support classroom instruction, student culture, and staff culture. Staff Responsible for Monitoring: Campus Principal Executive Assistant Executive Director Title I: 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure expenditures support student outcomes, teacher morale/retention, etc. Strategy's Expected Result/Impact: Retention of teachers Staff Responsible for Monitoring: Administrators. Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				







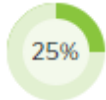


Strategy 3 Details	Reviews			
Strategy 3: Ensure all staff who directly order/receive goods are aware of proper procurement procedures, etc. Strategy's Expected Result/Impact: Proper procedures Staff Responsible for Monitoring: Executive Assistant Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Create a plan with specific dates to ensure all employees receive training on proper money handling procedures (fall & spring training). Training is Scheduled for October 13th. Strategy's Expected Result/Impact: Proper procedures. Staff Responsible for Monitoring: Executive assistant, administrators.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: provide training and support for all support staff processing POs, sub payment, etc to ensure staff are following proper policies and procedures Strategy's Expected Result/Impact: Following proper policies and procedures Staff Responsible for Monitoring: Executive assistant, administrators.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








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

Performance Objective 1: Provide a safe, comfortable, and well-maintained campus.

Evaluation Data Sources: Formal and informal observations.

Strategy 1 Details	Reviews			
Strategy 1: Monitor effectiveness of security systems and processes on all campuses on a continual basis throughout year (announced and unannounced walkthroughs/observations). Strategy's Expected Result/Impact: Completion of Yearly Review Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a periodic practice of emergency procedures on campus throughout the year. Include safety drills practices (Safety Week- 8/29-9/2). Strategy's Expected Result/Impact: Monthly Safety Drills that will show a decrease in drill times from August to May. Update CIP quarterly to show progress; 11/18, 1/27, 3/31, 6/9. Staff Responsible for Monitoring: Campus administration Staff Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Ensure all support staff are aware of and use PBIS strategies as appropriate when working with support students. Strategy's Expected Result/Impact: Increase in positive behaviors Decrease in office referrals Staff Responsible for Monitoring: Administration Staff Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement "I know what to Do Day" (LiveWise, LiveHealthy) Strategy's Expected Result/Impact: Staff and scholars will be able to respond appropriately in the event of an emergency. Positive increase on staff, student and parent survey from year to year. Staff Responsible for Monitoring: Campus administration Staff Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Communicate with parents and staff via newsletters for safety protocols (parent newsletter sent via blackboard). Communicate with parents after each drill. Strategy's Expected Result/Impact: A monthly newsletter to parents Weekly newsletter to teachers Staff Responsible for Monitoring: Administrators Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Ensure systems are in place to ensure a learning environment that is conducive to learning; Enforce dress code policy, cell phone policy, volunteers are ran through raptor'd. Strategy's Expected Result/Impact: Enforce dress code policy, cell phone policy, volunteers are ran through raptor'd. Staff Responsible for Monitoring: Office staff, teachers, administrators. Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				