Center Independent School District

F.L. Moffett Primary School

2022-2023 Campus Improvement Plan

Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Center ISD believes in providing a safe and nurturing environment which provides high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

Value Statement

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectation.

WE BELIEVE adult learning life long commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning to all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility.

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become reality.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our total enrollment is 730 students that ranges from pre kindergarten to second grade. Our campus ethnicity is broken down as follows. We have 327 Hispanic students (45.0%,) 188 White students (25.9%,) 149 African American (20.5%,) 40 Asian students (5.5%,) 3 American Indian students (.4%,) and 20 students of two or more races (2.8%). Our gender representation is 370 male (50.9%,) and 357 female (49.1%.) We have 81 students (11.1%) in special education.

We have 252 LEP students, 4 migrants, 3 immigrants, 568 economically disadvantaged, and 2 homeless. These students come from the following areas of the community: government housing, neighborhoods within walking distance of the Tyson chicken plant.

Demographics Strengths

Our teacher and staff demographics are 39 teachers and and 92 total staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus staff should look more equitable to our African American demographic of students. **Root Cause:** Low African American applicants.

Problem Statement 2: The campus faculty size has decreased from previous years causing larger class sizes and impacted the student to teacher ratio. **Root Cause:** Teacher shortage across the state of Texas.

Student Achievement

Student Achievement Summary

According to DMAC data, in first grade students -overall- showed a progression in meeting math mastery of 70% or higher from the first nine weeks to the third nine weeks. Students in second grade also seemed to perform better in the math content area, showing an upwards trend in performance from the first nine weeks DMAC test to the third nine weeks test.

Reading scores on DMAC assessments appeared to stay around the same for both K, 1, and 2 students from the first to third test. However, there was a large area of regression for SPED populations, as well as students who are considered economically disadvantaged.

When comparing the BOY to MOY DRA levels in Kindergarten, first, and second grade, all grade levels showed significant growth. At the BOY 87% of kindergarten students were in the tier 3 range, but at MOY only 25% of the students remained at tier 3. Similarly, 52% of first grade students were in tier 3 at the BOY but only 14% at MOY. Second grade students showed similar patterns of growth, and even had a significantly higher percentage of students move into the tier 1 zone, going from 18% to 42%, from BOY to MOY. While a majority of students are still short of their EOY grade level expectations, they have made significant progress towards their goals compared to where they started.

According to the MCLASS Growth Outcomes report, the average composite score for Asian students increased by 61 points(average growth) from BOY to MOY with 51% of students at or above benchmark at MOY. The average composite score for Black, Hispanic-Latino and White students all increased by approximately 60 points(average growth) from BOY to MOY with less than 50% of students(in each population)at or above benchmark at MOY.

In regards to mClass levels, students showed slight regression, overall, when comparing BOY to MOY

Mclass data for grades K-1. Second grade MOY comparisons indicated a slight regression for Hispanic population, while African Americans maintained, and White students slightly progressed.

Student Achievement Strengths

According to the data,students in K-2 are showing significant growth in DRA reading levels.   When comparing the BOY to MOY DRA levels in Kindergarten, first, and second grade, all grade levels showed significant growth. At the BOY 87% of kindergarten students were in the tier 3 range, but at MOY only 25% of the students remained at tier 3. Similarly, 52% of first grade students were in tier 3 at the BOY but only 14% at MOY. Second grade students showed similar patterns of growth, and even had a significantly higher percentage of students move into the tier 1 zone, going from 18% to 42%, from BOY to MOY. While a majority of students are still short of their EOY grade level expectations, they have made significant progress towards their goals compared to where they started. Over 300 students met their personal growth goal for DRA during the school year to show adequate yearly progress.

According to the MCLASS Growth Outcomes report, the average composite score for Asian students increased by 61 points(average growth) from BOY to MOY with 51% of students at or above benchmark at MOY. The average composite score for Black, Hispanic-Latino and White students all increased by approximately 60 points(average growth) from BOY to MOY with less than 50% of students(in each population)at or above benchmark at MOY.

According to DMAC data, in first grade students -overall- showed a progression in meeting math mastery of 70% or higher from the first nine weeks to the third nine weeks. Students in second grade also seemed to perform better in the math content area, showing an upwards trend in performance from the first nine weeks DMAC test to the third nine weeks test.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a significant gap between students' foundational skills proficiency and grade level content knowledge according to data from DMAC unit assessments. **Root Cause:** Student reading proficiency levels do not match the grade level content knowledge expectations when reading support is decreased after each grading period.

Problem Statement 2: Data from BOY to MOY showed a regression for the Hispanic population for MCLASS screeners **Root Cause:** Oral language development does not match the expectation for processing time for each skill required by the MCLASS assessment.

School Culture and Climate

School Culture and Climate Summary

Culture and climate surveys were provided to all stakeholders including parents, students, faculty, and staff members. Responses from the employee survey indicate that the campus is safe and that they are very pleased with the quality of education provided at FLM. One concern for employees is the consistency and level of control the campus has for behavior and discipline.

For parents and guardians, survey responses indicated that they always feel welcome when entering the campus and are treated with respect. Parents are very satisfied with the quality of the curriculum provided to their child and that they have good working relationships with the teachers. Communication about curriculum resources and student progress is one area that was listed as a concern for parents.

School Culture and Climate Strengths

Parent survey comments indicate that they are pleased with the level of communication that is provided on our campus social media for reminders about school events. Information provided by other platforms such as Class Dojo or Remind are also appreciated by parents for day to day correspondence with teachers. 91% of parents indicated that they have a good working relationsip with their chid's teacher.

The overall satisfaction of the quality of the school and the quality of instruction was high.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of communication with parents about student progress, lack of achievement, and content covered by curriculum. **Root Cause:** There has been a lack of consistency for requirements and frequency of communication with parents.

Problem Statement 2: Parents want to be provided more opportunities to be involved and participate in activities on campus. **Root Cause:** COVID restrictions and safety concerns

have limited parents/guests from having access to the campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Certifications:

-Teachers-Standard teaching certificate EC-6

-ESL certification

-GT certification

-PE teacher-Physical Education Certification:

-SPEd Teachers: SpEd certification

-Reading Specialist-Reading Specialist Certification

Teacher Retention:

At the conclusion of the 2021-2022 school year, three teachers retired, one teacher left the teaching profession, and 5 teachers accepted positions with other districts. 30 out of 39 teachers were retained with the district.

Staff Quality, Recruitment, and Retention Strengths

New teachers are provided with a mentor and training is provided to support both throughout the year. Professional development opportunities are provided with a focus on Literacy. School busines day

substitutes are provided to support teachers in completing Reading Academy requirements during school hours. As PD opportunities are found at Region 7 to target specific areas, teachers are selected to participate in these trainings and then provided opportunities to share their new knowledge with their teams. Specific training for this past year include: Leach Literacy, Neuhaus, and Frogstreet.

Professional Development provided:

- PLC "Excellence in every Classroom"

- PK3 & 4 Frog Street Splash

- Leach Literacy Reading and Writing training and coaching sessions.

- Neuhaus Coaching sessions.

- TIA meetings

- TELPAS meeting and calibration sessions.

- Required Eduhero hours.

- 6 layers of phonemic awareness.

Teacher incentives such as a $3000 stipend are provided for teachers upon completion of the required Texas Reading Academy.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Demands of class size have increased the teacher to student ratio causing a strain on teachers. **Root Cause:** Teaching shortage, educators leaving the profession, lack of applicants to fill open positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource is followed as the instructional calendar for Kinder, 1st, and 2nd grades for all content areas. Additional programs include Neuhaus phonics for kindergarten through second grade and DRA to track student progress in reading. Frogstreet curriculum is used for PreK.

The campus guides instruction with Short Term Common Assessments that link questions to specific TEKS, FrogStreet, and Neuhaus curriculums. This allows teachers to ensure the curriculums they are using relates to specific TEKS and guidelines. TEKS Resource System and PreK guidelines should further strengthen our curriculum's alignment.

Learning gaps of struggling students are addressed through assessments such as DMAC, mClass, DRA, TEMI to determine additional interventions. Interventions that are in place are morning tutorials, reading specialist pullout, RTI, dyslexia, ESL and special education services.

Immediate feedback that DMAC assessments provide to each teacher can be used to make the most accurate conclusions. Also, the teachers evaluate the results by having grade level data meetings every nine weeks.

Curriculum, Instruction, and Assessment Strengths

Instructional design and delivery maximizes student engagement with a positive learning climate by small group and student led instruction and offers hands-on, interactive activities. Paraprofessionals are trained to provide support for small group interventions and guided reading groups. A curriculum coordinator is available to support teachers during planning for Reading/ELA and Math.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Curriculum resources are needed to support Math instruction. **Root Cause:** Literacy has been prioritized over Math for the campus.

Parent and Community Engagement

Parent and Community Engagement Summary

The families and community members are able to be involved in school decisions by participating in school board meetings, being on the CEIC committee, and doing surveys for the campus and district.

At the beginning of the year we have Meet the Teacher for the families of FL Moffett students. Teachers hosted a free community event at Christmas time called Cookies and Coco in the Park for the Center students and community. We have grade level Christmas programs and award ceremonies for FL Moffett families. We also provide a Literacy Night for FL Moffett families. ESL and Bilngual students were invited to attend a Bilingual Parent Night in the spring. Parents were invited to attend Kindergarten graduations and end of year awards ceremonies at the end of the year.

The campus communicates with parents and stakeholders by using Remind and Class Dojo to keep them updated with what is going on in the classrooms. We also send home grade level and campus newsletters to show what is going on in the school. We send home data reports, progress reports, and report cards to show individual students progress. Each grade level has homework QR codes to do at home to demonstrate how to do homework with their parents. We have a FL Moffett facebook page to keep the community informed of what is happening at our campus.

We have several special programs to support our students. We have a bilingual program, Rosetta Stone for ELL pull-out, Reading and Math resource pull-out, and tier 3 reading pull out. We have support for dyslexia, speech, physical therapy, occupational therapy, behavior specialist, counseling, and life skills.

Parent and Community Engagement Strengths

Parents at the primary level are eager and willing to participate, volunteer, and contribute to the needs of

the school. Each event that was hosted on campus resulted in high attendance rates of students and parents. The community events including the book fair and contributions for Field Day or annual fundraisers are well supported.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Providing a variety of opportunities each semester that promotes parent involvement and engagement. **Root Cause:** COVID has restricted parent involvement opportunities in recent years as well as time restraints that limit events each semester.

School Context and Organization

School Context and Organization Summary

Teachers use small group instruction, RTI intervention, and one-on-one practice with students to address any needs of the students in core content areas. RTI meetings are conducted at the beginning, middle and end of the school year to address any concerns about students who are not meeting grade level expectations.

Teachers create weekly assessments to assess student growth on TEKS standards or Pre-K guidelines for all subject areas addressed during the week. All other student assessments are decided upon by Center ISD school district administration.

Teacher representatives participate in vertical alignment meetings each month to maintain consistency and increase communication for curriculum and programs across the district.

School Context and Organization Strengths

Teacher representatives participate in vertical alignment meetings each month to maintain consistency and increase communication for curriculum and programs across the district.

Teachers meet with administrators weekly during team meetings to review lesson plans, analyze data, and set expectations for the campus to maintain a high standard of success.

Technology

Technology Summary

Teachers have access to the following types of technology: class sets of Chromebook laptops, Chromebook tablets, Smartboard/MIMEO Board, document cameras, and desktop computers.

In regards to technology, the staff majority indicate that they are comfortable using technology in their classrooms and that they use it daily. As far as Google is concerned, 75% are not Google certified and some expressed that they do not feel comfortable and would like to have more training on how to use Google effectively. Many who responded to the survey said that they would like to have more training on how to use the Boxlight boards and have ways to use manipulatives or other extensions that could be included to help students learn. Teachers did say that there is not enough interactive technology for the Boxlight boards. Other teachers did express that they feel there is a need to have Technology Workshops and have a better understanding of the programs that we have to use in the classroom. Teachers did also say that they feel there has been improvement in our technology this year and that we are using it in more meaningful ways than previous years.

Barriers that are potentially preventing effective technology use are: programs being overused or not being used to their full potential, not being 1 to 1 in all classes, and out of date/slow working devices.

A new barrier that has been added is the change in the way testing will be conducted through technology. We are having to teach new computer skills that curriculums are still being developed for. Finding the best programs to teach these skills is a barrier because we are having to figure out how to teach these skills as well. Students lack adequate keyboarding skills to meet the demands of free response questions on online assessments.

Technology Strengths

Technology is being used in the following content areas:

- Reading (100% of teachers who responded said they used it in this content area)

- Math (92% of teachers)

- Science (63% of teachers)

- Social Studies (67% of teachers)

Technology is used mostly in the core content areas through students using different games and programs such as EPIC, Amplify, Prodigy, Nearpod, and Generation Genius. Technology is being utilized to support instruction because more lessons are being adapted to meet student needs and differentiate instruction. Google Classroom has provided more resources to be able to provide the students with the resources they need. They can have copies on their devices and that allows them to have additional practice the skills they need.

An instructional technology coach is accessible and available to teachers during planning times to assist with incorporating technology into instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students do not have the typing skills necessary to respond to open ended test questions for online assessments. **Root Cause:** A structured and consistent typing program is needed for implementation to support students in this area.

Problem Statement 2: Teachers need training to adequately utilize and implement technology in the classroom. **Root Cause:** As devices are provided, training opportunities have not been provided to meet the needs of the teachers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Prekindergarten Self-Assessment Tool

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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
- 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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Improve literacy across all grade levels with students making academic progress by one or more years.

Performance Objective 1: All students will show at least one year's growth in reading.

High Priority

Evaluation Data Sources: DRA, CBA, MCLASS, Local assessments

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten, 1st and 2nd will follow the TEKS Resource instructional calendar and the Neuhaus Phonics curriculum, targeting RLA TEKS and strategies with fidelity.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increased phonemic and literacy skills **Staff Responsible for Monitoring:** Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** TexGuide - 211-ESEA Title 1, Part A-Improving Basic Programs - $1,872, TEKS Resource System - 211 ESEA, Title 1 Pt. A Improving Basic Programs - $3,813				

Strategy 2 Details	Reviews			
Strategy 2: Conduct DRA & MCLASS assessments three times a year in October, January, and May to evaluate growth, monitor progress, and adjust instruction .	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Improved DRA data Improved MClass data Improved TELPAS data Teacher report reflects classroom instruction based on DRA results Focused reading groups earlier in the year for PreK and Kindergarten **Staff Responsible for Monitoring:** Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details		Reviews			
Strategy 3: Data meetings will be conducted every nine weeks to monitor progress and make adjustments in reading instructional strategies.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved student DRA, Improved TELPAS data, Improved MClass data, DMAC data
    Staff Responsible for Monitoring: Campus Administrators,
Director of Elementary Instruction and RtI, Instructors,
Reading Specialists
 	
    Funding Sources: DMAC State Assessment - 211 ESEA, Title 1 Pt. A Improving Basic Programs - $435					

Strategy 4 Details		Reviews			
Strategy 4: A Guided Reading & RTI time is built into the master schedule to allow ample opportunities to consistently deliver small group instruction.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased phonemic and literacy skills
    Staff Responsible for Monitoring: Campus Administrators,
Director of Elementary Instruction and RtI,
Reading Specialists
Classroom Teachers
 	
    TEA Priorities:
Build a foundation of reading and math					

Strategy 5 Details		Reviews			
Strategy 5: Students in Kinder, 1st, and 2nd grades identified through assessment data will be provided morning tutorials for target reading skills.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased student performance
Increase percentage of students meeting their individual achievement goals
    Staff Responsible for Monitoring: Campus Administrators,
Director of Elementary Instruction and RtI, Instructor,
Reading Specialist
Teachers
 	
    TEA Priorities:
Build a foundation of reading and math					

Strategy 6 Details	Reviews			
Strategy 6: All teachers will utilize ELPS strategies to increase the academic vocabulary of emergent bilingual students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased vocabulary development, Improved student communication in English, increased levels of proficiency scores on TELPAS ratings	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction of RtI, Director of Special Programs, Bilingual Teachers				
TEA Priorities: Build a foundation of reading and math				
Funding Sources: Bilingual Teaching Supplies - 263-Title III - $500, Bilingual/ESL Contracted Services - 263-Title III - $2,530, Rosetta Stone - 263-Title III - $4,080, Bilingual Stipends - 255, ESEA Title II, Part A-Teacher & Principal Tra - $32,200				

| Strategy 7 Details	Reviews			
Strategy 7: Paraprofessionals will be utilized in the classroom to help facilitate small group reading instruction & interventions daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student performance Increased instructional time	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists				
TEA Priorities: Build a foundation of reading and math				

Strategy 8 Details	Reviews			
Strategy 8: RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives & representatives will share information during weekly team meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in unit assessment data	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists				

Strategy 9 Details		Reviews			
Strategy 9: Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to, Neuhaus Phonics, MClass, and PLC training.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved instruction that results in higher academic achievement **Staff Responsible for Monitoring:** Director of Elementary Instruction of RtI, Director of Special Services, Director of Special Programs, Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Balanced Literacy (Leach Literacy) - 255, ESEA Title II, Part A-Teacher & Principal Tra - $11,900, - 211 ESEA, Title 1 Pt. A Improving Basic Programs - $5,500					

Strategy 10 Details		Reviews			
Strategy 10: Utilize Heggerty Phonemic Awareness activities in RTI groups to practice and improve phonemic awareness skills for kinder, first, and second grade students.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved instruction for researched based strategies for RTI groups **Staff Responsible for Monitoring:** Teachers Paraprofessionals **TEA Priorities:** Build a foundation of reading and math					

	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 2: Academic achievement of all students will increase in all content areas.

Performance Objective 1: The academic gap among student groups will decrease.

    Evaluation Data Sources: CBAs, DRA, TEMI, and MClass data. DMAC

Strategy 1 Details	Reviews			
Strategy 1: Data meetings will be conducted after end of unit assessments to monitor progress and make adjustments to increase collaboration among teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance on classroom assignments	Dec	Feb	Apr	June

Improved CBA data
Improved MClass data
Improved DRA data
Improved TELPAS data
Improved DMAC data
    Staff Responsible for Monitoring: Campus Administrators,
Director of Elementary Instruction of RtI
Instructors
 	
    TEA Priorities:
Build a foundation of reading and math
    Funding Sources: DMAC-TAG & TEKSCORE - 211 ESEA, Title 1 Pt. A Improving Basic Programs - $798				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development opportunities that support campus goals for student improvement with a focus on utilizing technology during instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction that results in higher academic achievement	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction of RtI **Funding Sources:** Academice Content CoOp-Region 7 Contracted Services - 211 ESEA, Title 1 Pt. A Improving Basic Programs - $9,685, Lead4ward - 211 ESEA, Title 1 Pt. A Improving Basic Programs - $573				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide increased opportunities for small group instruction and hands-on learning opportunities for Math, Science, & Social Studies.	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Improved instruction that results in higher academic achievement **Staff Responsible for Monitoring:** Campus Admin Instructors Reading Specialist **Funding Sources:** Reading Specialist - 211 ESEA, Title 1 Pt. A Improving Basic Programs - $52,000				

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

Goal 3: Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

Performance Objective 1: Students and staff will receive ongoing health and wellness services.

Evaluation Data Sources: Office referrals, nurse referrals, staff attendance data, PEIMS attendance records, and staff climate surveys

Strategy 1 Details	Reviews			
Strategy 1: New teachers and other staff will be provided a campus mentor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved campus morale Improved staff attendance Decreased staff turnover rate **Staff Responsible for Monitoring:** Campus Administrators, Instructional Mentor **TEA Priorities:** Recruit, support, retain teachers and principals	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Partner with community organizations such as Backpacks for Kids Program, Soles for Kids, Coated in Kindness, & the Lions Club to meet the basic needs of students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student performance Increased student attendance **Staff Responsible for Monitoring:** Campus Administrators, Instructors, Counselor	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Nurse will screen all students in Prek4, Kinder, 1st, & 2nd grades for vision and hearing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student performance Increased student attendance **Staff Responsible for Monitoring:** Campus Administrators, Instructors, Nurse	**Dec**	**Feb**	**Apr**	**June**

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

Goal 3: Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

Performance Objective 2: Students and staff will be provided a safe and positive learning environment.

    Evaluation Data Sources: PEIMS discipline records and climate surveys

Strategy 1 Details		Reviews			
Strategy 1: CHAMPS will be implemented by all staff to reinforce routines & procedures, and promote a safe and orderly school environment.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decreased bullying reports Decreased office referrals Increased instructional time Increased safety and security on campus **Staff Responsible for Monitoring:** Counselor, Campus Administrators, Instructors Paraprofessionals					

Strategy 2 Details		Reviews			
Strategy 2: Provide updated training over the campus and district Emergency Operation Plan.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety and security on campus		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Campus Police					

Strategy 3 Details		Reviews			
Strategy 3: Behavior supports will be implemented to promote positive behaviors such as Brag Tags, positive office referrals, behavior reward parties, and incentive activites.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased positive student behavior Decreased office referrals **Staff Responsible for Monitoring:** Instructors, Paraprofessional. Campus Administrators					

Strategy 4 Details	Reviews			
Strategy 4: A police officer will be stationed in a security office at the front of the school and will do walk abouts to ensure safety.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increased safety **Staff Responsible for Monitoring:** Campus Administrators, Campus Police, Office Staff				

Strategy 5 Details	Reviews			
Strategy 5: Provide Character Education Lessons in coordination with the school counselor during Power Up each day to promote the overall positive mental health of students and staff.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increased Social/Emotional Wellness of Staff & Students Increase Positive Student Behaviors Decreased Office Referrals **Staff Responsible for Monitoring:** Principal Teachers Counselor **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

Goal 4: Work with all stakeholders to promote community and parent engagement.

Performance Objective 1: Provide various options for parents and community members to become involved in our students' education.

    Evaluation Data Sources: Agendas and sign-in sheets from activities provided and social media views.

Strategy 1 Details	Reviews			

Strategy 1: Provide opportunities for parents to 'attend' school events like Meet the Teacher Night, Christmas Programs, Vocabulary parades, Field Day, and Awards Ceremonies either virtually or In-Person.
    Strategy's Expected Result/Impact: Improved student performance
Increased parental involvement
    Staff Responsible for Monitoring: Campus Administrators,
Instructors,
Support Staff
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Host a Literacy Night and a Math Night to allow parents the opportunity to learn strategies that could be used to help their students at home for Reading and Math.
    Strategy's Expected Result/Impact: Improved Student Performance
Increased Parental Involvement
    Staff Responsible for Monitoring: Administrators
Teachers
Support Staff
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Funding Sources: Parent Family Engagement Activities & Events - 211 ESEA, Title 1 Pt. A Improving Basic Programs - $2,590, Math A Big Deal-Math Night - 211-ESEA Title 1, Part A-Improving Basic Programs - $2,695
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Host a community event off campus to connect with parents and students in an informal setting and give away books for students to practice reading at home.	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increased Parental Involvement Improved Student Performance Establish Positive Relations with all Stakeholders **Staff Responsible for Monitoring:** FLM Teachers, Administrators, and Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Books for Donating to Students to Use at Home for Reading Practice - 211-ESEA Title 1, Part A-Improving Basic Programs				

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

Goal 4: Work with all stakeholders to promote community and parent engagement.

Performance Objective 2: Inform parents and community of school progress and successes.

    Evaluation Data Sources: Quarterly reports, views

Strategy 1 Details				Reviews			

Strategy 1: Utilize social media platforms including the campus/district website to communicate with parents and community members.
    Strategy's Expected Result/Impact: Improved parental and community involvement
    Staff Responsible for Monitoring: Campus Administrators, campus social media clerk,
Journalism Instructor
				Formative			**Summative**

				Dec	Feb	Apr	June

Strategy 2 Details				Reviews			

Strategy 2: Produce a quarterly campus newsletter that will appear on campus media and in local news affiliates that is provided in both English and Spanish.
    Strategy's Expected Result/Impact: Improved parental and community involvement
    Staff Responsible for Monitoring: Campus Administrators,
Director of Elementary Instruction and RtI
				Formative			**Summative**

				Dec	Feb	Apr	June

Strategy 3 Details				Reviews			

Strategy 3: Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English & Spanish
    Strategy's Expected Result/Impact: Increased parent engagement specifically for EL students
    Staff Responsible for Monitoring: Campus Administration
Director of Special Programs
				Formative			**Summative**

				Dec	Feb	Apr	June
0% No Progress		100% Accomplished		Continue/Modify		✖ Discontinue	

State Compensatory

Budget for F.L. Moffett Primary School

Total SCE Funds: $2,332.51
Total FTEs Funded by SCE: 22.555
Brief Description of SCE Services and/or Programs

Heggerty Phonemic Awareness for K-2 Teachers. These intervention manuals provide phonemic awareness practice in a scripted and procedural manner that can be implement in whole group oral practice or small group interventions.

Personnel for F.L. Moffett Primary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Addison, Sherri	Instructional Paraprofessional	1
Araiza, Blanca	Teacher	0.1
Bybee, Heather	Teacher	0.13
Calhoun, Kinyata	Instructional Paraprofessional	1
Cockrell, Baylea	Teacher	0.065
Combs, Andi	Teacher	0.13
Crawford, Robin	Instructional Paraprofessional	1
Figueroa Avila, Alejandro	Instructional Paraprofessional	1
Fults, Stephanie	Teacher	0.11
Gaddy, Stephanie	Teacher	0.11
Gardner, Debra	Instructional Paraprofessional	1
Glosser, Jennifer	Teacher	0.13
Gonzalez Arcivar, Edith	Instructional Paraprofessional	1
Green, Jennifer	Instructional Paraprofessional	1
Gulley, Cassie	Instructional Paraprofessional	1
Helms, Patricia	Teacher	0.13
Horn, Maria	Teacher	0.13
Hubble, Cara	Instructional Paraprofessional	1
Jurecka, Kristy	Teacher	0.13

Name	Position	FTE
Lynch, Penny	Instructional Paraprofessional	1
Metcalf, Samantha	Instructional Paraprofessional	1
Morris, Traci	Instructional Paraprofessional	1
Nehring, Mallory	Teacher	0.13
Nunez Correa, Damaris	Teacher	0.1
Parker, Janet	Teacher	0.13
Radney, Amanda	Teacher	0.13
Ratcliff, Patti	Instructional Paraprofessional	1
Ratcliff, Rebecca	Teacher	0.13
Ruiz Siso Lopez, Johanna	Teacher	0.12
Ruiz, Shanell	Teacher	0.13
Sanders, Elizabeth	Instructional Paraprofessional	1
Sanford, Kelli	Teacher	0.13
Shelton, Alexandra	Teacher	0.13
Smith, Gillian	Instructional Paraprofessional	1
Spence, Wendy	Teacher	0.13
Sullivan, Christy	Teacher	0.13
Swindle, Deshonda	Instructional Paraprofessional	1
Tello Rodriguez, Abigail	Instructional Paraprofessional	1
Williams, Stephanie	Instructional Paraprofessional	1
Windham, Jennifer	Instructional Paraprofessional	1
Windham, Kira	Instructional Paraprofessional	1

Title I Personnel

Name	Position	Program	FTE
Martinez-Rodriguez, Claudia	Computer Lab Paraprofessional / Reading	Title 1	1
Roberts, Alicia	RTI Clerk Instructional Para	Title 1	1

Campus Funding Summary

			211 ESEA, Title 1 Pt. A Improving Basic Programs		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	TEKS Resource System		$3,813.00
1	1	3	DMAC State Assessment		$435.00
1	1	9			$5,500.00
2	1	1	DMAC-TAG & TEKSCORE		$798.00
2	1	2	Lead4ward		$573.00
2	1	2	Academice Content CoOp-Region 7 Contracted Services		$9,685.00
2	1	3	Reading Specialist		$52,000.00
4	1	2	Parent Family Engagement Activities & Events		$2,590.00
				Sub-Total	$75,394.00
			255, ESEA Title II, Part A-Teacher & Principal Tra		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Bilingual Stipends		$32,200.00
1	1	9	Balanced Literacy (Leach Literacy)		$11,900.00
				Sub-Total	$44,100.00
			211-ESEA Title 1, Part A-Improving Basic Programs		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	TexGuide		$1,872.00
4	1	2	Math A Big Deal-Math Night		$2,695.00
4	1	3	Books for Donating to Students to Use at Home for Reading Practice		$0.00
				Sub-Total	$4,567.00
			263-Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Bilingual/ESL Contracted Services		$2,530.00
1	1	6	Rosetta Stone		$4,080.00
1	1	6	Bilingual Teaching Supplies		$500.00
				Sub-Total	$7,110.00