

**Center Independent School District**  
**F.L. Moffett Primary School**  
**2021-2022 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 was 745 students. Our campus ethnicity was broken down as follows. We have 339 Hispanic students (45.5%), 193 White students (25.9%), 158 African American students (21.2%), 34 Asian students (4.6%), 2 American Indian students, (.2%) and 22 students of two or more races (2.9%). Our gender representation is 389 (52.2%) male and 356 (47.8%) female. We have 96 students (12.9%) in special education.

We have 281 LEP students, 6 migrant, and 592 economically disadvantaged no homeless. These students come from the following areas of the community: government housing, and neighborhoods within walking distance of the Tyson chicken plant.

### Demographics Strengths

Our teacher and staff demographics are 43 teachers and 101 total staff. Our student/teacher ratio in PreK is 1 to 8 since we have a teacher and a paraprofessional in each classroom. Kindergarten teacher to student ratio is 1 to 12. The ratio in first grade is 1:11, and 1:12 in 2nd grade. This ratio allows more individualized instruction to take place.

### 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 qualified African American applicants

## Student Learning

### Student Learning Summary

For the 2021 school year, there is no data to compare to from last year because we are a newly aligned campus. Our district adopted the MClass system to track our student progress and RTI success. According to MClass data, BOY indicated 42% of students were well below, 23% below, 25% at benchmark and 10% above benchmark. Comparing to EOY data, 29% well below, 19% below, 39% at benchmark and 13% above benchmark for Kindergarten students. First grade data indicates 29% well below, 27% below, 25% at benchmark and 19% above benchmark at BOY. EOY data specifies only 18% well below, 13% below, 40% at benchmark and 29% above benchmark. Second grade BOY data shows 47% of students were well below benchmark, 27% below, 22% at benchmark and 4% above grade level. Contrasting the EOY data we find 38% well below, 23% below, 26% at benchmark and 29% above benchmark.

### Student Learning Strengths

MClass data supports that in Kindergarten students excel in letter names with 55 students scoring well above. First grade students shine in the reading accuracy measure with 65 students well above grade level and second graders excelling in reading accuracy as well with 133 students scoring well above at EOY.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are struggling in phonemic awareness in Kindergarten and first grade which is affecting their fluency measure in second grade. **Root Cause:** Phonics curriculum not being taught with fidelity.

## School Processes & Programs

### School Processes & Programs Summary

There are two different ways our campus plans for professional development throughout the school year. There are professional developments that are selected through state and/or district requirements such as Eduhero, Reading Academy and the Leach Literacy and Writing programs. Eduhero allows for teacher/staff to choose the professional development they most need.

Center ISD recruits through job fairs at the local colleges and through online postings.

All of our instruction is based on PreK guidelines and Kindergarten TEKS. We also consider documents such as IFD, YAG, scope and sequence, vertical alignment and Lead Forward strategies. Data from DRA, MClass, ESGI, CLI, TELPAS, and TEMI is used to inform decisions dealing with our curriculum, instruction and assessments.

All Kindergarten teachers have had been trained in McMillan. McGraw Hill curriculum, Sheltered Instruction strategies and GT instructional strategies. PreK teachers have been trained in Sheltered Instruction strategies, Early Childhood instructional strategies and GT instructional strategies. K-2nd have been trained in Neuhaus Phonics this year as well. Kinder and First grade teachers and administrators have completed the Reading Academy this year with second grade waiting to begin July 1, 2021.

Students that need additional instruction in order to master TEKS are pulled out to work on Tier 2/3 strategies in a smaller group size. Tier 3 students not improving are referred for 504 or SPED testing.

#### **School Processes & Programs Strengths**

We closely monitor students through DRA, ESGI, DMAC and MClass. We analyze data to determine students needs so that instruction is aligned to students performance. Neuhaus was implemented this year to meet the need of low performing phonics measures.

Students have access to a Reading Specialist if needed, ESL instruction as all teachers are certified and Dyslexia intervention when they qualify. Referrals are accepted for students to GT from parents and teachers.

The needs of our special populations are met by the respective committees in place: ESL/Bilingual, LPAC, Special Education, GT, MClass, Rosetta Stone, and RTI.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** GT does not equitably represent the African American community. **Root Cause:** Teacher/parent referral for African American students are low.

## Perceptions

### Perceptions Summary

We normally offer several parent involvement opportunities throughout the year, However, due to Covid restrictions, opportunities were altered this year. In the Fall and Spring we have Open House so that parents have a chance to communicate with the teachers about student progress, but we did not offer it this year. Soles for Kids donates shoes for any students in need. We partner with Walmart throughout the year for student rewards such as bicycles for reading awards. Normally, we would host a Literacy Reading Night in the Spring that entails miscellaneous literacy activities for parents and students to enjoy. Due to covid, all of our parent contact this year was via live stream on Facebook such as our Vocabulary parade in October.

### Perceptions Strengths

Literacy with an emphasis on phonics is a campus goal.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There are no adult role models in place for students to read with and be mentored. **Root Cause:** Covid restrictions.



# 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
- Federal Report Card 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

- TTESS data

**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 and math across all grade levels.





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

**Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kindergarten, 1st and 2nd will implement McGraw Hill curriculum and the new Neuhaus Phonics curriculum, targeting RLA TEKS and strategies with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased phonemic and literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct DRA assessments three times a year in October, January, and May to evaluate growth and monitor and adjust individual instruction and monitor MClass progress every 10 week cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data meetings will be conducted every nine weeks to monitor progress and make adjustments in reading instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student DRA, Improved TELPAS data, Improved MClass data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will conduct small group instruction/learning centers with formal and informal assessments to adjust individual instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased phonemic and literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI Instructor, Reading Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will evaluate MClass data as one of the tools to monitor student progress and adjust individual instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI, Instructor, Reading Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Bilingual teachers will increasingly use more English as the year progresses for their classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased vocabulary development, Improved student communication in English</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI, Director of Special Programs, Bilingual Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Paraprofessionals will be utilized in the classroom to help with small group reading instruction daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance Increased instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Kindergarten paraprofessionals will work with Kindergarten RTI groups for 30 minutes five days a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individualized instruction Improved literacy Leach Literacy Guided Reading Strategies</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI Instructors, Reading Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> RLA vertical alignment meetings will held between campuses every nine weeks to maintain systemic instructional initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in unit assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to, McGraw Hill, Neuhaus Phonics, Leach Literacy, and MClass.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction that results in higher academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Instruction of RtI, Director of Special Services, Director of Special Programs, Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Utilize Heggerty Phonemic Awareness activities in RTI groups to practice and improve phonemic awareness skills for kinder, first, and second grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction for researched based strategies for RTI groups</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Paraprofessionals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** Improve literacy and math across all grade levels.

**Performance Objective 2:** Student writing samples evaluated by the grade-level rubric will show growth over the year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Writing portfolios, writing journals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kindergarten, 1st and 2nd will implement the McGraw Hill curriculum, Neuhaus Phonics and MClass, targeting RLA TEKS and strategies with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased literacy</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will write in journals, write in response to literature in McGraw Hill and other writing opportunities across the curriculum at different times throughout the day for a combined time of at least 30 minutes of independent writing each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student writing samples Improved student performance on classroom writing samples</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize the writing rubric created by district and aligned to writing TEKS to evaluate student writing, provide feedback, and instruct students to self assess.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student writing according the writing rubric</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> RLA vertical alignment meetings will held between campuses every nine weeks to maintain systemic instructional initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in unit assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to, McGraw Hill, MClass, and Neuhaus Phonics.</p> <p>Vertical Alignment LPAC</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction that results in higher academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 2:** 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			
<p><b>Strategy 1:</b> New teachers and other staff will be provided a campus mentor.  <b>Strategy's Expected Result/Impact:</b> Improved campus morale  Improved staff attendance  Decreased staff turnover rate  <b>Staff Responsible for Monitoring:</b> Campus Administrators,  Instructional Mentor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide additional nutritional support through the Back Pack for Kids Program based on students' needs.  <b>Strategy's Expected Result/Impact:</b> Increased student performance  Increased student attendance  <b>Staff Responsible for Monitoring:</b> Campus Administrators,  Instructors,  Counselor  <b>Title I Schoolwide Elements:</b> 2.6, 3.1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Partner with Soles for Kids to provide additional support.  <b>Strategy's Expected Result/Impact:</b> Increased student performance  Increased student attendance  <b>Staff Responsible for Monitoring:</b> Campus Administrators,  Instructors  Counselor  <b>Title I Schoolwide Elements:</b> 2.6, 3.1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Nurse will screen all students for vision and hearing.  <b>Strategy's Expected Result/Impact:</b> Increased student performance  Increased student attendance  <b>Staff Responsible for Monitoring:</b> Campus Administrators,  Instructors,  Nurse  <b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide lessons from Core Essentials to promote positive character traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance Increased morale on campus Decreased office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructors, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** 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			
<b>Strategy 1:</b> Provide students with coping strategies for bullying situations and also strategies to prevent bullying. <b>Strategy's Expected Result/Impact:</b> Decreased bullying reports Decreased office referrals <b>Staff Responsible for Monitoring:</b> Counselor, Campus Administrators, Instructors <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide updated training over the campus and district Emergency Operation Plan. <b>Strategy's Expected Result/Impact:</b> Increased safety and security on campus <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Police	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize BRAG tags for students to reinforce positive behaviors and actions. <b>Strategy's Expected Result/Impact:</b> Increased positive student behavior Decreased office referrals <b>Staff Responsible for Monitoring:</b> Instructors, Paraprofessional, Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Positive phone calls will be made by campus administrators to every student's family that receives a brag tag. <b>Strategy's Expected Result/Impact:</b> Increased positive student behavior Decreased office referrals <b>Staff Responsible for Monitoring:</b> Instructors, Paraprofessional, Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> A police officer will be stationed in a security office at the front of the school and will do walk abouts to ensure safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Police, Office Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement Positive Office Referrals to recognize and celebrate students for positive behavior choices and academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Positive Behaviors Decreased Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Office Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide Character Education Lessons in coordination with the school counselor during Power Up each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Social/Emotional Wellness of Staff &amp; Students Increase Positive Student Behaviors Decreased Office Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Close achievement gaps by 3% of all students in all content areas.

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





**Evaluation Data Sources:** CBAs, DRA, TEMI, and MClass data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Data meetings will be conducted after every assessment to monitor progress and make adjustments in instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on classroom assignments Improved CBA data Improved MClass data Improved DRA data Improved TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development opportunities that support campus goals for student improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction that results in higher academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> There will be a daily RTI time built into the schedule so that all tiered students have intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction that results in higher academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Instructors Reading Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Close achievement gaps by 3% of all students in all content areas.

**Performance Objective 2:** All students will improve in math as measured by the grade level appropriate screener.





**Evaluation Data Sources:** CBAs, TEMI

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Data meetings will be conducted after every assessment to monitor progress and make adjustments in instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on classroom assignments Improved CBA data Improved MClass data Improved TEMI data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction of RtI, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development opportunities that support campus goals for student improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction that results in higher academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Instruction of RtI, Director of Special Programs, Director of Special Services, Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 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			
<p><b>Strategy 1:</b> Host a "Meet the Teacher" in the fall.  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructors  <b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for parents to 'attend' school events like vocabulary parade either virtually by using Facebook Live or In-Person.  <b>Strategy's Expected Result/Impact:</b> Improved student performance  Increased parental involvement  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructors, Support Staff  <b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host a Literacy Night and a Math Night to allow parents the opportunity to visit the classrooms and learn strategies that could be used to help their students at home for Reading and Math.  <b>Strategy's Expected Result/Impact:</b> Improved Student Performance  Increased Parental Involvement  <b>Staff Responsible for Monitoring:</b> Administrators  Teachers  Support Staff  <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 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			
<p><b>Strategy 1:</b> Utilize social media platforms including the campus/district app to communicate with parents and community members.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved parental and community involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, campus social media clerk, Journalism Instructor</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Produce a quarterly communication that will appear on campus media and in local news affiliates.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved parental and community involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RtI</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English &amp; Spanish</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement specifically for EL students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



# State Compensatory

## Budget for F.L. Moffett Primary School

**Total SCE Funds:** \$2,332.51

**Total FTEs Funded by SCE:** 0

### **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.

# Addendums