

Lamar Consolidated Independent School District

Campbell Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Campbell Elementary is fully committed to the success of all students as they journey to become life-long learners.

Value Statement

- *Character Development: Foster an atmosphere of responsibility and respect for the development of character in our children.
- *Academics: Valuing achievement in all academic and community endeavors so all students can reach their potential.
- *Communication: Opening channels of communication to enhance the building of relationships.
- *Continuous Improvement: Integrating “best practices” through collaboration in our PLC’s.
- *High standards: Monitoring student outcomes by analyzing reliable and valid assessments from clear and focused objectives for each student.

*Safe Schools: Devising and maintaining a safe school environment.

*Life-long Learning: Modeling life-long learning for continuous intellectual growth.

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Comprehensive Needs Assessment

Revised/Approved: June 14, 2021

Demographics

Demographics Summary

Campbell Elementary is a diverse campus that focuses on each student's needs. Our student demographics are as follows:

- 62% White
- 17% Hispanic
- 11% Asian
- 6% Black/African American
- 4% Two or More Races
- 3% Economically Disadvantaged
- 5% LEP
- 12% Special Ed Indicator
- 28% GT

Staff Demographics:

- 86% White
- 11% Hispanic
- 3% African American

Staff Retention:

- 94% (From 2019 -2020 to 2020-2021)

Attendance Rate:

- 97.7% Student Attendance Rate

Demographics Strengths

Campbell Elementary Student Strengths:

Subject	Demographic	Approaches	Meets	Masters
Math	Asian	97%	94% (Growth: 1%)	84%
Math	Sped Indicator	85%	68% (Growth: 18%)	50% (Growth: 29%)
Reading	Sped Indicator	76%	53% (Growth: 20%)	32% (Growth: 16%)
Reading	African American	100% (Growth: 15%)	61% (Growth: 15%)	28%
Writing	White	96% (Growth: 3%)	87% (Growth: 38%)	44% (Growth: 26%)
Science	Hispanic	94%	31%	31%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 80% of 5th grade Asian students at Campbell Elementary scored approaches or higher on the Science STAAR Test. This is a decrease of 20% from the 2019 administration. This issue needs to be addressed by May 2022 by increasing hands-on instruction in the science lab that foster cooperative learning using higher level academic vocabulary in order to show growth on the 2022 science STAAR. **Root Cause:** *Covid Restrictions caused limited access to the science lab with hands-on cooperative group labs. *Best practice science instruction was altered with the use of virtual instruction. *Students had limited conversations about academic science terminology because of socially distancing guidelines. *Instructional focus was on math based on gaps.

Student Learning

Student Learning Summary

GRA Data:

	Grade Level Below	Grade Level On	Grade Level Above	Grade Level
Kindergarten	14%	14%	72%	
1st Grade	6%	10%	84%	
2nd Grade	8%	33%	59%	

STAAR Data: (Approaches / Meets / Masters)

Grade Level	Math	Reading	Writing	Science
3rd	98 / 78 / 49	99 / 85 / 63	-	-
4th	97 / 92 / 84	94 / 80 / 52	93 / 82 / 40	-
5th	95 / 83 / 68	93 / 82 / 40	-	91 / 61 / 37

Student Learning Strengths

- On the 3rd grade reading STAAR assessment, 99% of our students scored at the approaching level.
- On the 4th grade math STAAR assessment, 84% of our students scored at the mastery level.
- On the 5th grade math STAAR assessment, 68% of our students scored at the mastery level.
- On the 4th grade writing STAAR assessment, 40% of our students scored at the mastery level.
- On the GRA, 86% of the students in grade Kinder are at or above grade level reading expectations.
- On the GRA, 94% of the students in grade 1 are at or above grade level reading expectations.
- On the GRA, 92% of the students in grade 2 are at or above grade level reading expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 14% of our kindergarten students at Campbell Elementary did not meet the expected reading level on the GRA assessment. This issue needs to be addressed by May 2022 by including the research-based phonics program called Units of Study in Phonics in order to address phonemic awareness and early reading skills so that students increase their reading level on the GRA. **Root Cause:** *Students have not had a consistent grade level phonics program in place. *The GRA assessment is a new instructional tool where training was necessary to develop the fidelity and standardization of the tool.

School Processes & Programs

School Processes & Programs Summary

Instructional / Curricular:

- Balanced Literacy / Guided Reading & Writing
- Guided Math
- Thinking Maps
- Science Lab
- Software: Learning Farm, Prodigy, Bean Stack, Stem Scopes, ST Math (Kinder)
- ESL: Sheltered Instruction
- MTSS: Small Group Instruction
- Sped: LLI & iReady
- Dyslexia: HD Word, Phonics Blast, Phonics Boost

Personnel (Recruitment / Support / Retain):

- All Core Team Members attended the LCISD job fair
- Sound structural support (Vertical Teams, Team Leaders, Core Team, Coaches)
- Utilize Campus Climate Survey to Address continuous improvement
- Collaborative efforts to develop a sound Staff development plan

Organization:

- A-Team Leadership Team (Includes administrators & Coaches)
- Team Leaders
- Core Team Members specific to content areas
- Vertical Teams
- PLC's
- Special Pops Committee
- SBDM

Administrative:

- Campus Follows the 4 C's (Commitment, Curriculum, Continuous Improvement, Communication)
- Lamar CISD Leadership Definition
- Promise to Parents
- Weekly Communication utilizing Paw Prints via Skylert

School Processes & Programs Strengths

The 4 C's are utilized with fidelity at Campbell. All staff clearly know our focus that builds our culture. Data driven decisions that focus on students drives our path.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As per data obtained from the Social / Emotional Wellness Screener in May 2021, 7% of grade 3-5 students reported experiencing stress.
Root Cause: *Covid challenges such as fear of the virus, social isolation, concerns with the new Covid protocol rules. *Peer / parent pressure *Academic performance such as feel behind from missing school in relation to having to quarantine or becoming ill.

Perceptions

Perceptions Summary

Mission Statement

Campbell Elementary is fully committed to the success of all students as they journey to become life-long learners.

Value Statements

Character Development: Foster an atmosphere of responsibility and respect for the development of character in our children.

Academics: Valuing achievement in all academic and community endeavors so all students can reach their potential.

Communication: Opening channels of communication to enhance the building of relationships.

Continuous Improvement: Integrating “best practices” through collaboration in our PLC’s.

High Standards: Monitoring student outcomes by analyzing reliable and valid assessments from clear focused objectives for each student.

Safe Schools: Devising and maintaining a safe school environment.

Life-long Learning: Modeling life-long learning for continuous intellectual growth.

Perceptions Strengths

The staff follows the 4 C's: Commitment / Communication / Curriculum / Continuous Improvement which is in direct correlation to our Mission Statement and Values.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on our teacher retainment data 6% of our staff left Campbell at the conclusion of 2021. This is an increase from previous years where no classroom positions were available to applicants. This issue needs to be addressed by May 2022 by focusing on the retainment of our current newly hired staff as a means to provide consistent high quality education. **Root Cause:** *Two teachers retired from our campus and two mastery level teachers moved to other cities within Texas. *Staff members are aging out getting closer to retirement.

Priority Problem Statements

Problem Statement 1: 14% of our kindergarten students at Campbell Elementary did not meet the expected reading level on the GRA assessment. This issue needs to be addressed by May 2022 by including the research-based phonics program called Units of Study in Phonics in order to address phonemic awareness and early reading skills so that students increase their reading level on the GRA.

Root Cause 1: *Students have not had a consistent grade level phonics program in place. *The GRA assessment is a new instructional tool where training was necessary to develop the fidelity and standardization of the tool.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 80% of 5th grade Asian students at Campbell Elementary scored approaches or higher on the Science STAAR Test. This is a decrease of 20% from the 2019 administration. This issue needs to be addressed by May 2022 by increasing hands-on instruction in the science lab that foster cooperative learning using higher level academic vocabulary in order to show growth on the 2022 science STAAR.

Root Cause 2: *Covid Restrictions caused limited access to the science lab with hands-on cooperative group labs. *Best practice science instruction was altered with the use of virtual instruction. *Students had limited conversations about academic science terminology because of socially distancing guidelines. *Instructional focus was on math based on gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: As per data obtained from the Social / Emotional Wellness Screener in May 2021, 7% of grade 3-5 students reported experiencing stress.

Root Cause 3: *Covid challenges such as fear of the virus, social isolation, concerns with the new Covid protocol rules. *Peer / parent pressure *Academic performance such as feel behind from missing school in relation to having to quarantine or becoming ill.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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

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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 27, 2021

Goal 1: By the end of the 2021-2022 school year, 95% of the students in grades 3-5 will score Approaches, 82% of the students will score Meets, and 55% of the students will score Mastery as measured by STAAR Reading and 93% of the students will obtain on grade level or above grade level status by the end of the year on the GRA reading assessment in grades K-2.

Performance Objective 1: Each quarterly review, ensure all K-2 ELA content teachers implement Units of Study Phonics to enhance reading instruction for all students so that 93% of the students are at or above grade level in reading on the GRA.

HB3 Goal

Evaluation Data Sources: *Documentation of Training in Strive





*Guided Reading Walk-Through Documentation

*Lesson Plans

*TELPAS Data

*GRA Data each 9 Weeks

Strategy 1 Details	Reviews			
<p>Strategy 1: Literacy Coach will provide K-2 collaborative sessions during monthly vertical team meetings and PLC's to improve the teachers tier 1 instruction as it relates to phonics.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of phonics / phonemic awareness instructional strategies resulting in growth on the GRA</p> <p>Staff Responsible for Monitoring: Literacy Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents of students identified as Emergent Bilingual will be invited to attend a Fall Open House session targeting the improvement of language as it relates to literacy skills.</p> <p>Strategy's Expected Result/Impact: Improved linguistic ability resulting in growth on the GRA</p> <p>Staff Responsible for Monitoring: ESL Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Materials - 199 PIC 25 State Bilingual/ESL - 1990-11-6399-00-119-25-0 - \$600</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide and document individualized linguistic accommodations such as visuals, sentence stems, anchor charts, leveled, texts, etc. for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Scaffold linguistic needs with Sheltered Instruction Strategies to improve literacy skills</p> <p>Staff Responsible for Monitoring: ESL Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Using the MAP and GRA assessments to identify Tier II and Tier III students, the reading classroom teacher, reading tutorial teacher, and Literacy Coach will provide weekly targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Improve literacy skills resulting in growth as documented on the MAP and GRA assessments.</p> <p>Staff Responsible for Monitoring: Reading Teachers, Literacy Coach and In-school Reading Tutorial Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Special Education Students' IEP's and interventions will be monitored and updated every nine weeks in Success Ed.</p> <p>Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p>Staff Responsible for Monitoring: Special Education Team</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By the end of the 2021-2022 school year, 95% of the students in grades 3-5 will score Approaches, 82% of the students will score Meets, and 55% of the students will score Mastery as measured by STAAR Reading and 93% of the students will obtain on grade level or above grade level status by the end of the year on the GRA reading assessment in grades K-2.

Performance Objective 2: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of our MTSS Reading interventions for students who demonstrate deficiencies and/or who are identified At - Risk or Special Ed so that at least 95% of all students achieve an Approaching level on STAAR Reading.

Evaluation Data Sources: *Campbell Goals Form

*Curriculum Check Points

*GRA / Running Records

*MAP Reading Assessment Grades 3-5

*Benchmark Testing

*2022 STAAR Reading Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize GRA and Running Records data in their Literacy Binders to monitor student growth during Reading Workshop.</p> <p>Strategy's Expected Result/Impact: The GRA and running records will provide formative data to determine targeted instruction for individual student progress and close the gap for students identified in sub pop categories.</p> <p>Staff Responsible for Monitoring: Literacy Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide and document individualized linguistic accommodation, such as visuals, sentence stems, anchor charts, leveled text, etc. for Emergent Bilingual Students.</p> <p>Strategy's Expected Result/Impact: Scaffold linguistic needs with Sheltered Instruction Strategies to improve literacy skills</p> <p>Staff Responsible for Monitoring: ESL Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Leveled Texts - 199 PIC 25 State Bilingual/ESL - 1990-11-6329-00-119-25-0 - \$600</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Using the MAP and GRA assessments to identify Tier II and Tier III students, the reading classroom teacher, reading tutorial teacher and Literacy Coach will provide weekly targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved literacy skills resulting in growth as documented on the MAP and GRA assessments</p> <p>Staff Responsible for Monitoring: Reading Teachers, Literacy Coach, In-School Reading Tutorial Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Literacy Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6119-00-119-24-0-B30 - \$18,175</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents of students identified as Emergent Bilingual will be invited to attend a fall Open House session targeting the improvement of language as it relates to literacy skills.</p> <p>Strategy's Expected Result/Impact: Improved linguistic ability resulting in growth on the GRA and STAAR Reading Assessments</p> <p>Staff Responsible for Monitoring: ESL Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilizing Instructional Rounds data, teachers will be provided training on asking higher level questions and eliciting students' responses using academic content vocabulary.</p> <p>Strategy's Expected Result/Impact: Improved comprehension skills will result in growth on GRA and STAAR Reading Scores</p> <p>Staff Responsible for Monitoring: Core Team Members 3-5 ELAR Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students in 4th and 5th grade who failed STAAR Reading or of the students who did not take STAAR in the Spring of 2021 scored less than the cut score on the MAP assessment will receive 30 hours of accelerated instruction as per HB 4545.</p> <p>Strategy's Expected Result/Impact: The accelerated instruction will provide targeted instruction to advance students to the Approaches level or greater on the STAAR assessment in the spring of 2022.</p> <p>Staff Responsible for Monitoring: Literacy Coach Special Education Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Special Education Students' IEP's and interventions will be monitored and updated every nine weeks in Success Ed.</p> <p>Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's</p>	Formative			Summative
	Nov	Feb	Apr	June

to assure academic growth.

Staff Responsible for Monitoring: Special Education Team



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: By the end of the 2021-2022 school year, 98% of the students will score Approaches, 86% of the students will score Meets and 68% of the students will score Mastery as measured by STAAR Math grades 3-5.

Performance Objective 1: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of the Guided Math Program for students who demonstrate deficiencies and / or who are identified At-Risk so that at least 98% of all students achieve an Approaching level on the STAAR Math assessment.

HB3 Goal





Evaluation Data Sources: *Campbell Goals Form

*Curriculum Check Points

*MAP Assessments Grades 3-5

*Benchmark Testing

*2022 Math STAAR Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: All math teachers in grades 3-5 will implement anecdotal notes during Guided Math to make informed instructional decisions targeting specific areas for student remediation and growth to build problem solving skills.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of problem solving strategies will result in growth on the MAP and STAAR Math assessments</p> <p>Staff Responsible for Monitoring: 3-5 math teachers, In- school Math Tutorial Teacher, Math Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: By the end of the 2021-2022 school year, 98% of the students will score Approaches, 86% of the students will score Meets and 68% of the students will score Mastery as measured by STAAR Math grades 3-5.

Performance Objective 2: Measure student progress in grades 3-5 each nine weeks to determine the effectiveness of our MTSS math interventions for students who demonstrate deficiencies and / or who are identified At-Risk or Special Ed so that at least 98% of all students achieve an Approaching level on STAAR Math.

HB3 Goal

Evaluation Data Sources: *Campbell Goals Form

*Curriculum Check Points





*Summative Assessments

*MAP Assessment Grade 3-5

*Benchmark Testing

*STAAR Math Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Using the MAP and Math Summative Assessments to identify Tier II and Tier III students, the math classroom teacher, math tutorial teacher and math coach will provide weekly targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Improve math problem solving skills resulting in growth as documented on the MAP and STAAR Math Assessments</p> <p>Staff Responsible for Monitoring: Math Teachers Math Coach Math In-school Tutorial Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6118-11-119-24-0-B30 - \$2,640, Math Facilitator - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 1990-11-6119-00-119-24-0-B30 - \$39,125</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math Coach will provide opportunities for math teachers in grades 3-5 to collaborate during monthly vertical team meetings and PLCs to improve the teachers Tier I instruction in Number Talks developing numeracy</p> <p>Strategy's Expected Result/Impact: Effective utilization of Number Talks resulting in growth on STAAR Math</p> <p>Staff Responsible for Monitoring: Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: IEP's will be monitored and updated every nine weeks in Success Ed.</p> <p>Strategy's Expected Result/Impact: Special Education students will receive instruction based on their IEP's to assure academic growth.</p> <p>Staff Responsible for Monitoring: Special Education Team</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students in 4th and 5th grade who failed STAAR Math or of the students who did not take STAAR in the Spring of 2021 scored less than the cut score on the MAP assessment will receive 30 hours of accelerated instruction as per HB 4545.</p> <p>Strategy's Expected Result/Impact: The accelerated instruction will provide targeted instruction to advance students to the Approaches level or greater on the STAAR assessment in the spring of 2022.</p> <p>Staff Responsible for Monitoring: Math Coach Special Education Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
<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: On the 2022 5th grade Science STAAR test, students will achieve 93% at the Approaching level, 63% at the Meets level, and 40% at the Mastery level.

Performance Objective 1: 5th Grade teachers will utilize hands-on STEM based activities in the science lab or their classroom at least 40% of the week to increase students' understanding of the Scientific Method and the application of academic vocabulary.

Targeted or ESF High Priority





Evaluation Data Sources: *Campbell Goals Form

*Curriculum Check Points

*Summative Assessments

*MAP





*STAAR Science Assessment

Strategy 1 Details	Reviews			
Strategy 1: Students will use interactive science notebooks to utilize academic vocabulary and STEM data from hands-on activities. Strategy's Expected Result/Impact: Applied learning from hands-on activities will result in improved student scores on the MAP and Science STAAR Assessment Staff Responsible for Monitoring: Science Coach	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 5th grade teachers will utilize Science Stem Scopes as an instructional tool two times per unit. Strategy's Expected Result/Impact: The interactive mode of learning will result in improved student scores on the MAP and Science STAAR Assessment. Staff Responsible for Monitoring: Science Coach	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be provided the opportunity to attend spring tutorials to bridge understanding of hands-on concepts to paper based test items. Strategy's Expected Result/Impact: Students will demonstrate growth on the MAP assessment as well as growth from the district science benchmark to the Science STAAR Assessment. Staff Responsible for Monitoring: Science Coach	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The percentage of students in grades 3-5 reporting feeling stressed on the Social / Emotional Wellness Screener in 2021 will decrease from 7% to 4% by May 2022.

Performance Objective 1: Increase the social-emotional well-being of students in the 2021-2022 school year. Progress will be monitored based on the number of referrals to the counselor quarterly.

Evaluation Data Sources: *End of the Year student Social Emotional survey

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will Implement Mindfulness Mediation strategies into class Guidance Lessons in grades 3-5 six times during the course of the school year.</p> <p>Strategy's Expected Result/Impact: Students will build and utilize tools to reduce stress.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During Counselor led Guidance Lessons, students are encouraged to access the campus counselor to set up private sessions when feeling stressed.</p> <p>Strategy's Expected Result/Impact: Students recognize that when they have a need to discuss their stressful situation, they have a readily available resource.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Based on the District's Wellness screener, data will be obtained to determine students who qualify for Counselor led small group sessions for students experiencing stress.</p> <p>Strategy's Expected Result/Impact: Students will learn coping skills to reduce stress and apply to real life situations.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize HGI therapist for students experiencing high levels of stress with parent approval.</p> <p>Strategy's Expected Result/Impact: Students will learn coping skills to reduce stress and apply to real life situations.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Campbell Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 0.75

Brief Description of SCE Services and/or Programs

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Personnel for Campbell Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Shepard	Literacy Coach	0.25
Gloria Kyle	Math Facilitator	0.5

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Joe Imrie	Assistant Principal
Administrator	Michelle Koerth	Principal
SBDM Standing Committee Member	Marilyn Stephens	Counselor
Classroom Teacher	Shelley Pickett	Classroom Teacher
Classroom Teacher	Claire Smith	Classroom Teacher
Classroom Teacher	Patty Martin	Classroom Teacher
Classroom Teacher	Maureen Balogh	Classroom Teacher
Classroom Teacher	Angie Pham	Classroom Teacher
Classroom Teacher	Julie Downey	Classroom Teacher
Classroom Teacher	Debbie Holzuter	Classroom Teacher
Classroom Teacher	Fara Harkrider	Classroom Teacher
District-level Professional	Valerie Anderson	District Representative
Business Representative	Heather Carroll	Business Member
Parent	Jenna Patrick	Parent Representative
Parent	Jessica Bodas	Parent Representative

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Literacy Coach	1990-11-6119-00-119-24-0-B30	\$18,175.00
2	2	1	Tutorials	1990-11-6118-11-119-24-0-B30	\$2,640.00
2	2	1	Math Facilitator	1990-11-6119-00-119-24-0-B30	\$39,125.00
Sub-Total					\$59,940.00
Budgeted Fund Source Amount					\$59,940.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials	1990-11-6399-00-119-25-0	\$600.00
1	2	2	Leveled Texts	1990-11-6329-00-119-25-0	\$600.00
Sub-Total					\$1,200.00
Budgeted Fund Source Amount					\$1,200.00
+/- Difference					\$0.00
Grand Total					\$61,140.00

Addendums