

Campus Improvement Plan
Huggins Elementary



Submitted for Board Approval October 2020

Huggins Elementary Campus Improvement Plan Summary Sheet

Goal 1: By June 2021, at least 55% of Fourth Grade students will score Meets or Masters Grade Level on the Writing STAAR to maximize preparedness to the next grade level and beyond.	Strategy 1: Improve TIER I instruction in every writing classroom by implementing Writer’s Workshop in Kindergarten through Fifth Grade.
	Strategy 2: Ensure vertical alignment of writing instruction in Kindergarten through Fifth Grade.
Goal 2: Per HB 3, by June 2021, 85% of students will score Meets Grade Level or above on the third grade Math STAAR and 81% on the third grade Reading STAAR with the goal of 95% in Math and 91% in Reading by 2024.	Strategy 1: Ensure high-quality TIER I Instruction in Math by implementing Math Workshop in Kindergarten through Fifth Grade.
	Strategy 2: Ensure high-quality TIER I Instruction in Reading by implementing Reading Workshop in Kindergarten through Fifth Grade.
	Strategy 3: Facilitate opportunities to remediate, intervene, and enrich learning.
Goal 3: By June 2021, special education student failures will have been reduced by at least 50% compared to the 2019-2020 percentages.	Strategy 1: Establish professional learning communities to monitor the progress of each special education student.
	Strategy 2: Provide opportunities to remediate and intervene.
Goal 4: By June 2021, at least 25% of Special Education Students will score Meets Grade Level on the Reading and Mathematics STAAR test to increase preparedness for the next grade level and beyond.	Strategy 1: Ensure high-quality TIER I instruction in the inclusion and resource classroom.
	Strategy 2: Facilitate opportunities to remediate, intervene, and enrich learning.
Goal 5: By June 2021, 35% of at-risk students will score Meets Grade Level or above on the Reading and Mathematics STAAR test to close the achievement gap at Huggins.	Strategy 1: Implement direct instructional strategies to meet the needs of English Language Learners.
	Strategy 2: Provide direct intervention to students that do not perform satisfactorily on the beginning of the year readiness assessment.
Goal 6: By June 2021, 80% of First and Second Grade students will be reading at or	Strategy 1: Ensure high-quality TIER I instruction by implementing reading workshop in every First and Second Grade classroom.

above grade level as measured by end of year GRA assessments to ensure preparedness for the next grade level and beyond.	Strategy 2: Facilitate opportunities to remediate, intervene, and enrich learning.
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Comprehensive Needs Assessment

Data Sources Reviewed

STAAR Campus Reports 2018-2019	Curriculum Checkpoints and Benchmark Data (2019-2020)	2020 Crisis Codes
PIEMS Student Data	DRA: K-2 (2019-2020)	iReady
School Report Card	TPRI: K-2 (2019-2020)	2019-2020 Campus Climate Survey
TELPAS Data	CogAT	2019-2020 District Benchmark Data
Campus Based Common Assessment Data	Individualized Educational Plans	2019-2020 Sped Failure Rates
Percentage of on-campus/virtual students		

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed Strategies sections below.

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

<p>78% of fourth grade students at Huggins Elementary scored Approaches, 50% scored Meets, and 15% scored Masters on the 2019 Writing STAAR Test.</p>	<p>All classroom teachers will utilize a writing workshop model to improve TIER I instruction in the classroom. This will include direct opportunities for mini-lessons, modeling, guided practice, independent writing, conferring, and differentiated, small group instruction. Through vertical team meetings, teachers will ensure alignment of strategies and resources to support instruction. Mentor texts will be used for modeling and instruction. <u>Patterns of Power</u> will be used as a resource in first through fifth grade to support revising and editing instruction. Teachers will follow the district roadmaps and utilize the district writing rubrics to assess student progress and set individual learning goals.</p>
<p>73% of the fourth and fifth grade students at Huggins Elementary met expected progress on 2019 STAAR in Reading and Mathematics.</p>	<p>All classroom teachers will utilize a reading and math workshop model to improve TIER I instruction in the classroom. In reading, this will include opportunities for mini-lessons with a direct teaching point, independent reading, guided practice, and guided reading/strategy groups. Teachers will also individually confer with students to guide student learning goals and assess individual progress. In math, teachers will provide mini-lessons, guided practice, independent practice, learning zones, number talks/fact fluency, and small group instruction. Utilizing small groups, teachers will differentiate instruction to meet the individual needs of their students. Through Extended Learning Time, students will have direct opportunities to remediate, intervene, and enrich learning without missing new instruction. Individual student progress will be monitored through data meetings with administrators, classroom teachers, special education teachers, Literacy Coach, Reading Interventionist, and English Learner Coach. Each grade level will create</p>

	<p>common assessments, and Depths of Knowledge will be utilized to evaluate the level of questioning.</p>
<p>18% of Special Education students scored Meets Grade Level standard on the 2019 STAAR Tests.</p>	<p>Campus administrators will work closely with the special education staff to ensure all teachers that provide support to these students have appropriate materials/resources to enhance instruction. All Individualized Educational Plans will be reviewed. The ARD Committee will carefully consider Least Restrictive Environment and support needed. Administration and the special education team will work to develop a master schedule that maximizes instructional time and supports the needs of students receiving special education services. Special Education teachers will collaborate and plan with general education teachers. General education teachers will have opportunities to participate in district professional development to support special education students. Through Extended Learning Time, students will have direct opportunities to remediate, intervene, and enrich learning without missing new instruction. LLI and Moving with Math will be used as resources to close learning gaps. The resource classroom will follow a workshop model approach to direct instruction as needed. Special Education Kid Chat meetings will be held every nine weeks to review student progress.</p>
<p>23% of first grade students and 24% of second grade students were reading below level at the end of the 2019 school year, as measured by end of year DRA.</p>	<p>First and Second Grade teachers will utilize a reading workshop model. Students will participate in focused direct phonics instruction, mini-lessons, guided reading, independent reading, partner reading, and conferring. The teachers will have access to a robust Resource Library to aide in implementation of differentiated learning opportunities for students. District Oral Reading Rubrics will be utilized to assess student progress. The Literacy Coach will implement a grade level sight-word incentive plan. Students will participate in extended learning time to remediate, intervene, and enrich instructional opportunities.</p>

At-Risk Student Services / Drop-Out Prevention

<p>Of the 84 identified at-risk students, 60% scored Approaches, 21% scored Meets, and 9% scored Masters on the 2019 STAAR Tests.</p>	<p>Classroom teachers will utilize a workshop model in reading, writing, and math to improve TIER I instruction in the classroom. This will include direct opportunities for mini-lessons, modeling, guided practice, independent practice, conferring, and differentiated, small group instruction. Through vertical team meetings, teachers will ensure alignment of strategies and resources to support instruction. Through data meetings, teachers will facilitate opportunities to remediate and intervene based on individual student needs.</p>
<p>Lack of adequate engagement in virtual learners.</p>	<p>Student data will be reviewed in Kid Chat meetings. Campus counselors will work with the classroom teachers to ensure student level of engagement. The Family Support Specialist will reach out to families of students that are not engaged in virtual instruction when campus staff cannot make contact with students/families.</p>

College, Career, and Military Readiness

<p>50% of students scored Meets on the 2019 Writing STAAR Test.</p>	<p>All classroom teachers will utilize a writing workshop model to improve TIER I instruction in the classroom. This will include direct opportunities for mini-lessons, modeling, guided practice, independent writing, conferring, and differentiated, small group instruction. Through vertical team meetings, teachers will ensure alignment of strategies and resources to support instruction. Mentor texts will be used for modeling and instruction. <u>Patterns of Power</u> will be used as a resource in first through fifth grade to support revising and editing instruction. Teachers will follow the district roadmaps and utilize the district</p>
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	writing rubrics to assess student progress and set individual learning goals.
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School Culture, Climate, and Leadership Effectiveness

Identified Problems

Proposed Strategies

<p>The student attendance rate for the 2018-2019 school year was 96.5% which affected Huggins receiving campus distinctions in 2019.</p>	<p>The district attendance policy will be clearly articulated and reviewed through communication to parents. Administrators will collaborate with teachers and parents to remedy attendance concerns as they arise. Attendance concerns for on-campus and virtual students will be addressed through a clearly defined communication protocol involving the teacher, attendance clerk, counselor, administrators, and Family Support Specialist as needed.</p>
<p>Results from the Campus Climate Survey indicate that 28% of staff members grade the overall quality of Huggins Elementary an A, 45% B, 19% C, and 8% D.</p>	<p>Campus expectations regarding instructional practices will be directly aligned to district expectations. Beginning-of-year professional development will focus on district resources including District Roadmaps and Unit Plans. Campus-based Instructional Coaches and Facilitators will provide instructional support to teachers. The campus will develop a Problem of Practice and teachers will participate in Instructional Rounds.</p>

Teacher Quality and Retention

Identified Problems

Proposed Strategies

<p>55% of special education students did not meet standard on the reading or math STAAR test.</p>	<p>All classroom teachers that support special education students will receive relevant copies of Individualized Educational Plans. The classroom teacher and special education teacher will plan and implement lessons to meet the needs of their students. For classrooms that utilize in-class support, a co-teach model will be used to support teaching and learning. Staffings will be held prior to ARD Meetings to ensure collaboration. Considerations for adjustments to Individualized Educational Plans will be brought to the ARD Committee.</p>
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<p>44% of English Learners did not meet standard on the reading or math STAAR test.</p>	<p>The EL Coach will work collaboratively with the general education teachers to support the individual needs of students in the classroom. Linguistic Accommodations will be differentiated to support the varied needs of EL learners. Administration will encourage all classroom teachers to obtain ESL Certification. ALP Department will offer review courses to prepare for ESL certification exam. Teachers that pass the certification exam and add the supplemental endorsement to their teaching certificate may be reimbursed for exam fees by the district. Classroom teachers will incorporate the ELPS into daily lesson plans.</p>
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Community and Student Engagement

Identified Problems

Proposed Strategies

<p>As the Fulshear community grows, it will be imperative to support continued involvement with parents and the community.</p>	<p>Chat with the Principal will be held each month at the open Friends of Huggins meeting. A campus newsletter will be distributed to parents each week, highlighting specific events/activities taking place. Each classroom teacher will utilize Canvas. Parents will be encouraged to volunteer through a variety of means, and each month a volunteer will be highlighted by receiving the Golden Paw award on morning announcements. Staff will be encouraged to actively participate in events sponsored by Friends of Huggins. There will be continuation of the Watch DOGS program. Programs and school events include: Meet the Teacher, Curriculum Night, Fall Carnival, Veteran's Day Program, Hound Hustle, K-5 Grade Level Performances, Talent Show, Field Day, Spring Gala, Mother-Son Night, Sweetheart Dance, and Celebrations of Learning. Students are encouraged to participate in UIL and Science Olympiad.</p>
<p>A students engage in virtual instruction, there remains a need to include virtual students in the school community.</p>	<p>Friday class meetings for both on-campus and virtual students, Counselor Needs Assessment for on-campus and virtual</p>

	students, technology check-out, Student Tool-kits for virtual students, Technology Support, Librarian serves as the campus-based Canvas Parent Support Representative for Canvas, LCISD Technology Support hotline, Morning Announcement, PBIS Rewards
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Goal 1

<p>Goal Statement: By June 2021, at least 55% of fourth grade students will score Meets or Masters Grade Level on the Writing STAAR to maximize preparedness to the next grade level and beyond.</p>	<p>CNA Focus Area(s): Teaching and Learning – On the 2019 Writing STAAR, 50% of fourth grade students scored Meets or Masters Grade Level.</p>
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Strategy: Improve TIER I instruction in every writing classroom by implementing Writer’s Workshop in Kindergarten through Fifth Grade.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
All teachers will utilize District Roadmaps to guide instruction.		Classroom Teachers Literacy Coach ESL Coach / Academic Facilitator Campus Administrators	August 2020-June 2021	Funds: State Comp Ed FTE – Literacy Coach, Academic Facilitator	Lesson Plans will reflect District Roadmap, Classroom Observations will align to lesson plans
Classroom teachers will participate in long-range planning.		Classroom Teachers Literacy Coach ESL Coach / Academic Facilitator Campus Administrators	August 2020-June 2021	Funds: State Comp Ed FTE – Literacy Coach, Academic Facilitator	Lesson Plans will reflect District Roadmap, common assessments will take place throughout the grade-level
Teachers will participate in district level trainings including <i>A Teacher’s Guide to Writing Conferences</i> and <i>Writers ARE Readers</i> . Strategies will be shared through professional learning communities, and feedback will be provided by coaches, facilitators, and administration.		Classroom Teachers Literacy Coach ESL Coach / Academic Facilitator	October 2020-November 2020	State Comp Ed FTE – Literacy Coach ESL Coach / Academic Facilitator	Teachers will register and participate in professional development courses and implement learned strategies into instruction.

Strategy: Ensure vertical alignment of writing instruction in Kindergarten through Fifth Grade.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers in first through fifth grade will utilize <u>Patterns of Power</u> as an instructional support.		Teachers Literacy Coach ESL Coach / Academic Facilitator Administrators	August 2020-June 2021	Local Funds: Patterns of Power Resources 1 st – 5 th Grade State Comp Ed FTE- Literacy Coach, Academic Facilitator Bilingual Allocation	Lesson plans and walkthroughs reflect the implementation of the revising and editing practice daily in 1 st – 5 th grade Student writing reflects the implementation of the conventions of language learned
Teachers will utilize District Writing Rubrics for assessment.		Teachers Literacy Coach ESL Coach/Academic Facilitator	August 2020-June 2021	State Comp Ed FTE- Literacy Coach, Academic Facilitator	Rubrics will be utilized to track student progress and determine individual student learning needs
All writing teachers will participate in Vertical Team Meetings and PLCs.		Teachers Literacy Coach ESL Coach / Academic Facilitator Administrators	August 2020-June 2021	State Comp Ed FTE- Literacy Coach, Academic Facilitator Local Funds	Collaboration in kindergarten through fifth grade to align instructional strategies and increase teacher awareness of student expectations at each grade level

Goal 2

<p>Goal Statement: Per HB 3, by June 2021, 85% of students will score Meets Grade Level or above on the third grade Math STAAR and 81% on the third grade Reading STAAR with the goal of 95% in Math and 91% in Reading by 2024.</p>	<p>CNA Focus Area(s): Student Achievement</p>
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Strategy: Ensure high-quality TIER I Instruction in Math by implementing Math Workshop in Kindergarten through Fifth grade.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Professional Development for staff <i>Digging Deep into Instructional Components and Resources: Math/Science</i>		Math Facilitator	August 2020	N/A	Use of resources to support student instruction
Utilize Stemscoapes Math as an instructional resource		Teachers Instructional Coaches Administrators	August 2020-June 2021	Local Funds: Campus License	Incorporation of lessons and assessments for on-campus and virtual students
Resource Library will be utilized to provide instructional materials and professional resources for differentiated instruction.		Teachers Math Facilitator EL Coach Administrators	August 2020-June 2021	Local Funds: Classroom Resources Professional Resources Bilingual Allocation	Teachers will routinely access the Resource Library for instructional materials that support differentiated instruction.
Implement sacred planning days to promote professional learning communities		Teachers ESL Coach Math Facilitator Administrators	August 2020-June 2021	N/A	Documented agendas, calendar

Strategy: Ensure high-quality TIER I instruction in Reading by implementing Reading Workshop in Kindergarten through Fifth Grade.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Professional Development for staff <i>Digging Deep into Instructional Components and Resources: Reading and Writing</i>		Literacy Coach	August 2020	State Comp Ed FTE- Literacy Coach	Use of resources to support student instruction
All PreK through 3rd grade teachers will complete the Science of Reading Academies over the next three years.		Teachers Literacy Coach ESL Coach / Academic Facilitator Reading Interventionist Administrators	August 2020-June 2024	Science of Reading Academies	Completion and implementation of learnings
Resource Library will be utilized to provide instructional materials and professional resources for differentiated instruction.		Teachers Literacy Coach Reading Interventionist EL Coach Administrators	August 2020-June 2021	Local Funds: Classroom Resources Professional Resources Bilingual Allocation	Teachers will routinely access the Resource Library for instructional materials that support differentiated instruction.
Implement sacred planning days to promote professional learning communities.		Teachers Literacy Coach ESL Coach Reading Interventionist Administrators	August 2020-June 2021	State Comp Ed FTE- Literacy Coach	Documented agendas, calendar

Strategy: Facilitate opportunities to remediate, intervene, and enrich learning.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Utilize Hound Time (Extended Learning Time) for on-campus and virtual students where students will receive TIER II intervention and TIER III remediation. Students that are TIER I will be provided enrichment opportunities by classroom teachers.		Teachers Literacy Coach Math Facilitator Reading Interventionist ESL Coach Comp. Ed. Tutor Administrators	October 2020-June 2021	Local: Instructional Resources and Professional Development State Comp Ed FTE: Literacy Coach Comp. Ed. Aide Comp. Ed. Tutor	Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments.
Track student progress in intervention using Success Ed progress reports and Kid Chats.		Teachers Literacy Coach Math Facilitator Reading Interventionist ESL Coach Comp. Ed. Tutor Administrators	October 2020-June 2021	State Comp Ed FTE: Literacy Coach Comp. Ed. Tutor	Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments.
Utilize team planning to design individualized targeted small group instruction for classroom and extended learning time.		Teachers Literacy Coach Reading Interventionist EL Coach Comp. Ed. Tutor Administrators	October 2020-June 2021	Local: Instructional Resources and Professional Development State Comp Ed FTE: Literacy Coach Comp. Ed Aide Comp. Ed. Tutor	Increase in student progress on learning objectives.
Implement interventions to meet the needs of students that were struggling prior to the school closure in March.		Teachers Literacy Coach Reading Interventionist EL Coach Comp. Ed. Tutor Administrators	September 2020	N/A	Intervention provided 3 days per week for 30 minutes

Goal 3

Goal Statement: By June 2021, special education student failures will have been reduced by at least 50% compared to the 2019-2020 percentages.	CNA Focus Area(s): Teaching and Learning
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Strategy: Establish professional learning communities to monitor the progress of each special education student.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Special Education Teachers will participate in Kid Chats to review progress and collaborate on supports for special education students that are struggling.		Special Education Teachers General Education Teachers Literacy Coach Math Facilitator ESL Coach Reading Interventionist Administrators	August 2020-June 2021	State Comp Ed FTE: Literacy Coach Special Education Funds	Utilization of materials/resources embedded in lesson plans and observed in classrooms.
Meetings will be held after progress reports to determine a need to adjust Individualized Educational Plans.		Special Education teachers General Education Teachers Administrators Diagnostician	August 2020-June 2021	Special Education Funds	ARDS scheduled to adjust Individualized Education Plans as needed, student progress from one grading period to the next.

Strategy: Provide opportunities to remediate and intervene.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Schedule ARDs to Individualized Educational Plans as needed.		Special Education Teachers General Education Teachers Administrators Diagnostician	August 2020-June 2021	Special Education Funds	Adjustments made to schedule of service times and accommodations.
Utilize district resources to remediate or provide intervention.		Special Education teachers General Education Teachers	August 2020-June 2021	Special Education Funds	Use of LLI and Moving with Math observed in classroom walkthroughs.

Goal 4

Goal Statement: By June 2021, at least 25% of Special Education students will score Meets Grade Level on the Reading and Mathematics STAAR Test to increase preparedness for the next grade level and beyond.

CNA Focus Area(s):
Teaching and Learning – On the 2019 STAAR Test in Reading and Mathematics, 18% of Special Education students scored Meets Grade Level standard.

Strategy: Ensure high-quality TIER I Instruction in the inclusion and resource classroom.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Ensure all teachers that provide support to special education students have appropriate materials/resources to enhance instruction.		Teachers Literacy Coach Math Facilitator ESL Coach Reading Interventionist Administrators	August 2020-June 2021	Local: Instructional Materials Bilingual Allocation	Utilization of materials/resources embedded in lesson plans and observed in classrooms.

				State Comp Ed FTE: Literacy Coach Special Education Funds	
Provide differentiated learning opportunities for special education students.		Teachers Literacy Coach Math Facilitator ESL Coach Reading Interventionist	August 2020-June 2021	Special Education Funds Bilingual Allocation State Comp Ed FTE: Literacy Coach	Use data to support gaps are closing for special education students.
A dedicated Resource Library will be utilized to provide instructional materials and professional resources for differentiated instruction.		Teachers Literacy Coach Math Facilitator Reading Interventionist ESL Coach Administrators	August 2020-June 2021	Local: Instructional Resources, Professional Resources Bilingual Allocation State Comp Ed FTE: Literacy Coach	Teachers will routinely access the Resource Library for instructional materials that support differentiated instruction.

Strategy: Facilitate opportunities to remediate, intervene, and enrich learning.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Special Education Teachers will participate in Kid Chats to review progress and collaborate on supports for special education students that are struggling.		General and Special Education Teachers Administrators Administrators	August 2020-June 2021	Special Education Funds	Implementation of Individualized Educational Plans

Develop a master schedule that maximizes instructional time and supports the needs of students receiving special education services.		Teachers Literacy Coach Math Facilitator Reading Interventionist ESL Coach Administrators	August 2020	Special Education Funds State Comp Ed FTE: Literacy Coach	Minimal interruptions/breaks during instructional blocks
Review special education failure rates each month and make adjustments to IEPs as needed.		General and Special Education Teachers Administrators Diagnostician Administrators	August 2020-June 2021	Special Education Funds State Comp Ed FTE: Literacy Coach	Effective progress on IEPs

Goal 5

Goal Statement: By June 2021, 35% of at-risk students will score Meets Grade Level or above on the Reading and Mathematics STAAR test to close the achievement gap at Huggins Elementary.	CNA Focus Area(s): At-Risk Student Services / Drop-out Prevention – Of the 84 identified at-risk students, 21% scored Meets Grade Level on the 2019 Reading and Mathematics STAAR Test.
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Strategy: Implement direct instructional strategies to meet the needs of English Language Learners.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
ESL Coach will work with teachers to register for the Supplemental Certification Exam Review and Certification test to achieve 100% ESL certification.		ESL Coach	August 2020	Bilingual Allocation	Non-certified teachers registered for courses
Provide a minimum of 2 Coaches Corners throughout the year to teach/reinforce instructional strategies that can be utilized in classroom.		ESL Coach	August 2020-June 2021	Bilingual Allocation	Classroom observations will provide evidence of strategy implementation.

Strategy: Provide direct intervention to students in kindergarten through third grade who do not perform satisfactorily on the beginning of year readiness assessment.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Establish Extended Learning Time where students will receive TIER II intervention and TIER III remediation. Students that are		Teachers Literacy Coach Math Facilitator Reading Interventionist ESL Coach Comp. Ed. Tutor Administrators	October 2020-June 2021	Local: Instructional Resources and Professional Development State Comp Ed FTE: Literacy Coach Comp. Ed Tutor Academic Facilitator	Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments
Track student progress in intervention using Success Ed, progress reports, and Kid Chats		Teachers Literacy Coach Math Facilitator Reading Interventionist EL Coach Comp. Ed. Tutor Administrators	October 2020-June 2021	State Comp Ed FTE: Literacy Coach Comp. Ed. Tutor Academic Facilitator	Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments
Utilize team planning to design individualized targeted small group instruction for classroom and extended learning time.		Teachers Literacy Coach Math Facilitator Reading Interventionist ESL Coach Comp. Ed. Tutor Administrators	October 2020-June 2021	Local: Instructional Resources and Professional Development State Comp Ed FTE: Literacy Coach Comp. Ed. Tutor Academic Facilitator	Increase in student progress on learning objectives

Goal 6

Goal Statement: By June 2021, 80% of First and Second Grade students will be reading at or above grade level as measured by end of year GRA assessments to ensure preparedness for the next grade level and beyond.

CNA Focus Area(s):

Teaching and Learning – At the end of the 2018-2019 school year, 23% of first grade students and 24% of second grade students were reading below level.

Strategy: Ensure high quality TIER I instruction by implementing reading workshop in every First and Second Grade classroom.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
A dedicated Resource Library will be utilized to provide instructional and professional resources to support differentiated instruction.		Teachers Literacy Coach Reading Interventionist ESL Coach Administrators Comp. Ed. Tutor	August 2020-June 2021	Local: Instructional Resources including Phonics Blast, Boost, and HD Word, Raz Kids, guided reading materials, Professional Resources including The Next Steps Forward in Guided Reading Bilingual Allocation State Comp Ed FTE: Literacy Coach Comp. Ed. Tutor	Teachers will routinely access the Resource Library for instructional materials that support differentiated instruction.
Implement Coaches Corners for targeted professional development		Teachers Literacy Coach EL Coach Administrators Comp. Ed. Tutor	October 2020-June 2021	State Comp Ed FTE: Literacy Coach Comp. Ed. Tutor	Teachers will utilize professional development to guide instruction during Reading Workshop, Classroom Observations.

Utilize District Oral Reading Rubrics		Teachers Literacy Coach	October 2020-June 2021	State Comp Ed FTE: Literacy Coach	Student progress will be assessed and learning goals will be developed using the oral reading rubrics
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Strategy: Facilitate opportunities to remediate, intervene, an enrich learning.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Establish Extended Learning Time where students will receive TIER II intervention and TIER III remediation. Students that are TIER I will be provided enrichment opportunities by classroom teachers.		Teachers Literacy Coach Reading Interventionist ESL Coach Comp. Ed. Tutor Administrators	October 2020-June 2021	Local: Instructional Resources and Professional Development State Comp Ed FTE: Literacy Coach Comp. Ed. Tutor	Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments
Track student progress in intervention using Success Ed, progress reports, and Kid Chats		Teachers Literacy Coach Reading Interventionist ESL Coach Comp. Ed. Tutor Administrators	October 2020-June 2021	State Comp Ed FTE: Literacy Coach Comp. Ed. Tutor	Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments
Utilize team planning to design individualized targeted small group instruction for classroom and extended learning time.		Teachers Literacy Coach Reading Interventionist ESL Coach Comp. Ed Tutor Comp. Ed. Tutor Administrators	October 2020-June 2021	Local: Instructional Resources and Professional Development State Comp Ed FTE: Literacy Coach Comp. Ed. Tutor	Increase in student progress on learning objectives

Financial Summary

Funding Source	Total Amount
State Comp Ed Tutoring	\$8,382.00
State Comp Ed FTE	0.25 Literacy Coach 0.50 Academic Facilitator SCE FTE Total \$46,425
Bilingual Allocation	\$1,256

SBDMC Members

Name	Position
Bethany Cunningham	Principal
Kyle Little	Assistant Principal
Vicki Melnar	Teacher
Joy DeCandido	Teacher
Krista Ramos	Teacher
Kimberly Lynch	Teacher
Jeannie Martinez	Teacher
Amanda Kanak	Teacher
Amy Fetterman	Special Education Teacher
Amy Evans	Campus-Based Non-Teaching Professional
Dawn Steph	Parent
Angelle Begnaud	Parent
Rex Jarrell	Community Representative
Shannon Gallaway	Business Representative

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)