

Ector County Independent School District

G.E."Buddy" West Elementary

Improvement Plan

2020-2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION WEST ELEMENTARY

2016-2017 2017-2018 2018-2019 2019-2020 DIFFERENCE

STUDENT DATA					
Total Enrollment	610	657	701	700	-1
Total Membership	606	654	696	699	3
Early Education	3	2	4	0	-4
Pre-Kindergarten	0	0	0	0	0
Kindergarten	86	98	110	115	5
Grade 1	112	98	110	113	3
Grade 2	97	124	110	111	1
Grade 3	100	102	129	119	-10
Grade 4	117	113	103	131	28
Grade 5	95	120	135	111	-24

Ethnic Distribution					
White	119	120	109	98	-11
Hispanic / Latino	482	529	582	592	10
Black or African American	3	1	4	5	1
Asian	0	0	1	1	0
American Indian or Alaska Native	0	0	1	1	0
Native Hawaiian/ Pacific Islander	0	0	1	2	1
Two or More	6	7	3	1	-2

Special Populations					
At Risk	377	351	482	494	12
Economic Disadvantaged	443	423	485	449	-36
Lep	203	219	252	267	15
Special Education	54	70	69	76	7
Career & Technology Ed	0	0	0	0	0
Bilingual Education	195	208	246	239	-7
ESL Education	6	9	9	8	-1
Alternative Language				21	
Gifted & Talented Education	34	42	39	41	2
Title I	609	657	701	700	-1
Immigrant	12	7	11	7	-4
Migrant	0	2	1	1	0

Military Connected	4	1	1	12	11
Foster Care	1	1	1	2	1
Homeless	21	28	50	52	2
Dyslexia	12	22	17	16	-1

Demographics Strengths

- Student total enrollment at Buddy West was 703 in 2019 and 713 in 2020. Enrollement was consistent.
- Economic disadvantaged percentage decreased.
- Student-teacher ratio met requirements in 2019. Each teacher was serving between 17-22.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Risk population percentage is higher compared to previous years. **Root Cause:** Lack of proper tier 1 and 2 instruction as well as effective student progress monitoring by administrators and teachers.

Student Achievement

Student Achievement Summary

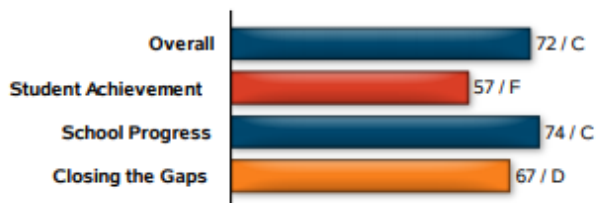
Texas Education Agency 2018-19 School Report Card G E 'BUDDY' WEST EL (068901132)

Accountability Rating

C

G E 'BUDDY' WEST EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for G E 'BUDDY' WEST EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: ECTOR COUNTY ISD
Campus Type: Elementary
Total Students: 696
Grade Span: KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ELA/Reading
- Mathematics
- Science
- Comparative Academic Growth
- Comparative Closing the Gaps
- Postsecondary Readiness

Texas Education Agency 2018-19 School Report Card G E 'BUDDY' WEST EL (068901132)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
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STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)

All Subjects	2019	78%	63%	58%	50%	56%	65%	-	-	-	50%	58%
	2018	77%	63%	59%	*	59%	60%	-	-	-	56%	58%
ELA/Reading	2019	75%	61%	58%	*	57%	64%	-	-	-	*	57%
	2018	74%	60%	56%	*	58%	53%	-	-	-	*	53%
Mathematics	2019	82%	67%	66%	*	66%	67%	-	-	-	*	68%
	2018	81%	67%	67%	*	66%	69%	-	-	-	*	69%
Writing	2019	68%	52%	38%	*	39%	36%	-	-	-	-	32%
	2018	66%	52%	39%	-	38%	44%	-	-	-	*	40%
Science	2019	81%	69%	48%	-	42%	73%	-	-	-	*	49%
	2018	80%	71%	63%	-	60%	76%	-	-	-	*	57%

STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)

All Subjects	2019	50%	32%	28%	25%	26%	38%	-	-	-	0%	23%
	2018	48%	31%	26%	*	26%	23%	-	-	-	33%	23%
ELA/Reading	2019	48%	32%	29%	*	27%	35%	-	-	-	*	24%
	2018	46%	31%	21%	*	21%	25%	-	-	-	*	17%
Mathematics	2019	52%	32%	30%	*	28%	42%	-	-	-	*	27%
	2018	50%	30%	32%	*	34%	22%	-	-	-	*	32%
Writing	2019	38%	23%	19%	*	20%	18%	-	-	-	-	13%
	2018	41%	27%	18%	-	21%	12%	-	-	-	*	18%
Science	2019	54%	36%	25%	-	19%	46%	-	-	-	*	22%
	2018	51%	36%	27%	-	24%	33%	-	-	-	*	19%

STAAR Performance Rates at Masters Grade Level (All Grades Tested)

All Subjects	2019	24%	12%	10%	0%	9%	18%	-	-	-	0%	10%
	2018	22%	11%	8%	*	8%	8%	-	-	-	0%	7%
ELA/Reading	2019	21%	11%	11%	*	10%	15%	-	-	-	*	10%
	2018	19%	10%	6%	*	6%	8%	-	-	-	*	5%
Mathematics	2019	26%	13%	14%	*	12%	22%	-	-	-	*	13%
	2018	24%	11%	12%	*	13%	9%	-	-	-	*	12%
Writing	2019	14%	6%	1%	*	1%	0%	-	-	-	-	0%
	2018	13%	6%	1%	-	1%	0%	-	-	-	*	0%
Science	2019	25%	12%	9%	-	4%	23%	-	-	-	*	10%
	2018	23%	11%	7%	-	6%	14%	-	-	-	*	5%

Academic Growth Score (All Grades Tested)

Both Subjects	2019	69	61	71	*	69	81	-	-	-	*	72
	2018	69	63	66	-	68	65	-	-	-	17	68
ELA/Reading	2019	68	63	71	*	69	75	-	-	-	*	72
	2018	69	64	65	-	68	60	-	-	-	*	68
Mathematics	2019	70	60	72	*	68	88	-	-	-	*	73
	2018	70	63	67	-	67	70	-	-	-	*	68

- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- n/a Indicates data reporting is not applicable for this group.

Student Achievement Strengths

Academic Growth at Buddy West has increased by at least 5 points, compared to the previous year.

Academic Growth Score (All Grades Tested)

Both Subjects	2019	69	61	71
	2018	69	63	66
ELA/Reading	2019	68	63	71
	2018	69	64	65
Mathematics	2019	70	60	72
	2018	70	63	67

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student Performance (Domain I) percentage has decreased by 3% compared to the previous school year. **Root Cause:** Lack of higher order thinking instruction in tier 1 and student performance monitoring by administrators and teachers.

School Culture and Climate

School Culture and Climate Summary

Buddy West has 713 enrolled students (this number has increased since the school opened).

There are 35 classroom teachers, and 4 special areas teachers (PE, Music, Library).

We have 4 special education teachers (2 specialized unit teachers).

We have a total of 5 classroom aides and 3 flex aides.

We have 1 dyslexia teacher and 1 counselor.

Buddy West has a PTA and VIP program. We also host several parent/community activities during the year. These include science/reading/math night, Fall Festival, music programs, PTA meetings, Title 1 parent meetings, Valentine's dance, PS I Love you, Meet the Teacher, Open House and at least two parent conferences in October and February.

School Culture and Climate Strengths

Parent volunteer hours have increased from 1345 hours to 2479 hours.

Teacher turn around has decreased since 2017

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Proper teacher/parent communication **Root Cause:** Lack of consistency in parent communication across the school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

WEST ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	60	81	79	86	7
Full-time Staff	60	81	79	86	7
Role ID Counts					
Instructional	48	45	45	47	2
Teachers	45	41	42	42	0
Aides	3	4	3	5	2
Professional Support	10	9	10	9	-1
Classroom Staff	5	7	4	4	0
Non-Classroom Staff	5	2	6	5	-1
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0
STAFF FTE SUMMARY					
Total Staff	51.8	46.7	50.0	52.8	2.8
Teachers	40.9	37.8	37.9	40.1	2.2
Professional Support	5.8	2.9	7.2	6.0	-1.2
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	3.0	4.0	3.0	4.8	1.8
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex					
White	51.8	47.7	50.0	52.8	2.8
White	22.0	14.2	14.9	20.9	6.0
Hispanic	29.8	31.3	33.1	30.0	-3.1
Black	0.0	2.0	2.0	2.0	0.0
Other	0.0	0.2	0.1	0.0	-0.1
White Male					
White Male	0.1	0.0	2.5	2.0	-0.5
White Female					
White Female	21.9	14.2	12.4	18.9	6.5
Hispanic Male					
Hispanic Male	3.1	5.1	9.1	8.0	-1.1
Hispanic Female					
Hispanic Female	26.7	26.2	24.0	22.0	-2.0
Black Male					
Black Male	0.0	1.0	1.0	1.0	0.0
Black Female					
Black Female	0.0	1.0	1.0	1.0	0.0
Other Male					
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female					
Other Female	0.0	0.2	0.1	0.0	-0.1

Teachers by Highest Degree Held					
No Degree	4.0	3.0	1.0	1.0	0.0
Bachelors	30.0	30.5	33.4	36.0	2.6
Masters	7.0	4.3	3.5	3.1	-0.4
Doctorate	0.0	0.0	0.0	0.0	0.0

Teachers by Years of Experience					
Beginning Teachers	10.2	14.9	8.9	7.0	-1.9
1-5 Years Experience	20.5	16.1	17.0	17.0	0.0
6-10 Years Experience	5.0	5.0	9.0	8.0	-1.0
11-20 Years Experience	3.2	1.2	1.5	8.0	6.5
Over 20 Years Experience	2.0	0.5	1.5	0.0	-1.5
Teachers by Population Served					
Regular Education	25.9	23.9	23.6	25.0	1.4
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	10.0	10.0	11.9	11.0	-0.9
Compensatory Education	1.0	1.0	0.2	0.0	-0.2
Gifted & Talented Education	0.5	0.5	1.0	1.0	0.0
Special Education	3.6	2.4	1.1	3.1	2.0
Other	0.0	0.0	0.0	0.0	0.0

Staff Quality, Recruitment, and Retention Strengths

Percentage of teachers with 1-5 years of experience has decreased from 10% to 7%.

Teacher retention rate has increased

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Applicant pool in ECISD is not high **Root Cause:** Cost of living is very high

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus mission is to provide every child with enhanced, engaging and innovated instruction with 21st century skills. Each of these help promote career and college readiness. We will monitor our students progress and needs by providing RTI, intervention time and tutoring before and after school. We meet and provide feedback to each student based on district and campus assessments. We are using technology to support our students' needs; some of which are Imagine Math, Imagine Reading, Brainchild and Think Through Math. Each student will have a goal planning portfolio and teacher-student conferences after every assessment.

Guided reading and math will be a part of the daily instructional routine; as well as Number Talks and all district required resources.

Clear expectations will be set for both virtual and face to face instruction and learning.

Curriculum, Instruction, and Assessment Strengths

Data driven instruction has increased through the years. Several teachers have participated in the the Number Talks training.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is not a set timeline/time frame follow up when it comes to teachers training, instruction and coaching. **Root Cause:** Lack of consistency in the use of instructional programs and TTESS expectations.

Parent and Community Engagement

Parent and Community Engagement Summary

Buddy West provides many opportunities for our families and the community to become partners in our students' education. We are providing a safe and supportive learning environment for both parents and students. We have ongoing engaging community sponsorships and events such as: Academic Nights, Book Fair, Parenting Partners, Family Nights, Music Programs, AVID Night, Parent Teacher Conferences, Field Day, Beach Club, Food 2 Kids, Bookworms and Brain Boosters, Volunteers in Public Schools, Parent-Teacher conferences and Distinguished Duck of the month; as well as Awards assemblies twice a year.

Parent and Community Engagement Strengths

We have partnered with a local church to come to school once a week to offer various activities for the students.

A local insurance company has donated several treats and prizes for those students who have reached their monthly reading goals.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents have stated they feel we lack two-way parent communication. **Root Cause:** Lack of consistency and clear expectations when using a platform for parent communication

School Context and Organization

School Context and Organization Summary

Buddy West will continue to focus on all demographics and special areas. Our targets will include our bilingual/ESL , Economically disadvantage, 504, Special Education, Behavioral Intervention Plans and Dyslexia. We will use the following programs to help enhance our special populations; AVID, CHAMPS, online district programs, guided math and reading, number talks, tutoring, intervention and RTI time. PLC's will focus on data driven instruction and activities.

School Context and Organization Strengths

Teachers are more familiar with district programs and the majority has been trained. Having an instructional support has improved teacher instruction skills and understanding of curriculum.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: High quality of TIER 1 instruction is not used during the instructional day **Root Cause:** Lack of quality lesson planning and content knowledge.

Technology

Technology Summary

Buddy West currently has 1:1 technology for all students. All devices have programs installed necessary for virtual and face to face instruction.

Technology Strengths





1:1 technology for all staff and students.

Priority Problem Statements

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Buddy West will increase the attendance percentage from 94% to 96% in the 20-21 school year.

Strategy 1: We will encourage student attendance by reviewing attendance every Friday and celebrating the grade level with the best attendance performance. The class in every grade level with the best attendance will receive a golden duck.		
Strategy's Expected Result/Impact: Attendance rate improvement by the end of the year.		Formative
Staff Responsible for Monitoring: Office staff, teachers, counselor		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	Mar
ESF Levers: Lever 3: Positive School Culture		Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: District approved positive behavior management programs will be used in 100% of classrooms

Evaluation Data Sources: Walkthroughs

Observation during transitions

Office referrals data

Summative Evaluation: None

Strategy 1: Schoolwide CHAMP training Monitor student discipline reports		
Strategy's Expected Result/Impact: Lower discipline referrals		Formative
Staff Responsible for Monitoring: All school staff		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Improve low-performing schools	Funding Sources:	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	None	Summative
		May
Strategy 2: Staff will receive awareness trainings in areas such as sexual harrassment, Darkness to Light, Crisis Response and		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May

Strategy 3: The school counselor will implement school wide lessons that will include bullying, substance abuse, decision making, behavior and other emotional topics. The SAS counselor will provide trauma-informed serves to address the needs of all students, including at-risk students.





Strategy's Expected Result/Impact: Students will have the skills to cope with emotional trauma.		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: SAS and school counselor		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Buddy West will create a budget plan that benefits both virtual and face to face instruction to insure all stakeholders have the proper resources

Evaluation Data Sources: Teachers and student performance data
Parent, teacher survey

Summative Evaluation: None

Strategy 1: Leadership team will research the most effective resources, materials and programs for both virtual and face to face instruction	
Strategy's Expected Result/Impact: Well equipped campus and prepared instructional staff	Formative
Staff Responsible for Monitoring: Leadership staff	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Buddy West staff will become proficient in the area of effective instruction delivery in various learning environments and platforms.





Evaluation Data Sources: Virtual and Face to Face walkthroughs

Coaching outcomes

Effective, two way, feedback

TTESS





Summative Evaluation: None

Strategy 1: Staff training and PD on new district approved online programs, best teaching practices, and Relay program	
Strategy's Expected Result/Impact: Student performance improvement	Formative
Staff Responsible for Monitoring: All staff	Oct
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Summative
Funding Sources: None	May
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Buddy West will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: District online resources data (Imagine Math and Reading and MAP assessments)

Summative Evaluation: None





Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all.	
Strategy's Expected Result/Impact: Student performance growth based on MAP and STAAR results	Formative
Staff Responsible for Monitoring: Administrators, teachers and instructional support.	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus will ensure teachers focus on self-reflecting and revising instruction to obtain better results and developing intervention plans for all students that targets learning gaps and achieves maximum student success.

Evaluation Data Sources: Relay
Coaching and timely feedback
Teacher self reflection
Student performance

Summative Evaluation: None

Strategy 1: Implementation of Relay program to grow teachers in all areas	
Strategy's Expected Result/Impact: Effective, well rounded, confident teachers that are able to multitask in all instructional scenarios.	Formative
Staff Responsible for Monitoring: Leadership team	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Buddy West teacher retention will increase by 10% in the year 2020-2021

Evaluation Data Sources: Teacher retention data

Summative Evaluation: None

Strategy 1: Each teacher will be supported, monitored and coached through the year, using Relay strategies and activities. This will take place in an individual basis and according to teacher needs.

Strategy's Expected Result/Impact: Improvement in teacher retention.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 3: In 2020-2021, Buddy West will offer a job-embedded, personalized learning system for teachers.





Evaluation Data Sources: Teacher retention rate
Higher instruction performance
Student performance growth

Summative Evaluation: None

Strategy 1: Each administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.





Performance Objective 1: The percentage of 3rd through 5th grade students who meet standard in reading and mathematics on the standard state assessment will increase from the overall average 58% to the overall average of 70%, in Approaches, from 28% to 38% in Meets and from 10% to a 20% by the end of the 20-21 school year.

Strategy 1: 100% of reading teachers will implement GR with fidelity		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Systemic process for collaboration and continuous improvement of student performance		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 2: 75% of students in grades K-2 will be reading on grade level at the end of the 20-21 school year.

Evaluation Data Sources: Guided reading observation
 Grade level planning and PLC data meetings
 Teacher instruction
 Walkthroughs and formal observation
 MAP and Imagine reading reports

Summative Evaluation: None

Strategy 1: Teacher coaching and timely feedback/follow up PD and training on best practices Intervention time across campus	
Strategy's Expected Result/Impact: Increase in reading performance and student success	Formative
Staff Responsible for Monitoring: Leadership team	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: All ELL students will perform at or above 42% in TELPAS

Strategy 1: High quality ESL instruction Consistent use of computer program	
<p>Strategy's Expected Result/Impact: Students will gain confidence and will monitor own language proficiency through the use of the online program. Teachers will gather data and monitor student growth</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p>
	<p>Funding Sources: None</p>
	<p>Summative</p> <p>May</p>
	<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>

Campus Funding Summary

Addendums