Ector County Independent School District

Murry Fly Elementary

Improvement Plan

2020-2021

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Murry Fly Elementary had 916 students in 2019-2020.

Ethnic Distribution:

African American 8 0.9%

Hispanic 824   89%

White 69 7.5%

American Indian 3 0.3%

Pacific Islander   3 0.3%

Two or More Races 8   0.9%

Asian   1 0.1%

Economically Disadvantaged 674   74%

Non-Educationally Disadvantaged 242 26%

English Language Learners (ELL) 327 41%

Special Ed 69 8.3%

At Risk 509 61.77%

Mobility 59 9.4%

Demographics Strengths

The staff works in collaboration to use data to inform instruction for continuous improvement.

We establish a school environment that improves school safety and discipline through our CHAMPS/PBIS. We have seen a decrease in student discipline referrals each year from using CHAMPS.

We have family and community involvement engagement activities that directly involve parents in student learning activities. Murry Fly has worked hard to close the achivement gap.

Murry Fly was awarded a distinguished designation for comparative academic growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 80% of students transition to English STAAR reading test in 5th grade. **Root Cause:** Students aren't ready to transition due to the late exit bilingual model.

Student Achievement

Student Achievement Summary

Murry Fly met standard in 3 out of 3 domains this year and received a Distinction Designation for Top 25% Student Progress.

Index 1 was 72 which was 8 points below the target score of 80.

Index 2a was 82 which was 2 points over target score of 80.

Index 3 was a 75 which was 5 points below the target score of 80.

Student Achievement Strengths

Students at Murry Fly showed great gains in domain 2A on the 2019 STAAR test. A significant amount of students met or exceeded progress. 65% of our students met or exceeded progress in reading. 82% of our students met or exceeded progress in math. We got 315 out of 412 possible points.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Despite gains in 3rd grade reading and math, students are still under performing in the area of meets grade level. In 2018 meets grade level for math was 30% and in 2019 it increased to 36%. In 2018 meets grade level for reading was 23% and increased in 2019 to 36%. Our target is 44% for meets grade level in 3rd grade reading and math. Root Cause The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared. **Root Cause:** The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared.

Problem Statement 2: Murry Fly has been identified as needing targeted support for under performing in the area of meets grade level in reading and math. **Root Cause:** Lack of STAAR formatted supplemental resources.

School Culture and Climate

School Culture and Climate Summary

Parent involvement in a student's education increases student achievement. In a low socio-economic home it is very important to have parents involved in their child's education.   We hold a variety of activities for parents to try and bridge the gap between home and school. Our Meet the Teacher Night was very successful. We had about 70% of our parents show up. At Murry Fly we hold Parent Orientation Nights to explain our school and teacher expectations. We also show parents how to read the various reports that will come home in the student's red data folder. We have Reading, Math, and Science Nights for parents and students to attend once a semester. One problem area we will continue to address is low class attendance for our students. Fly staff will continue to stress to parents the importance of school attendance and its relationship to academic success.

School Culture and Climate Strengths

The cultural and climate strengths at Murry Fly are directly correlated to the increase in parent/family involvement at our campus. Not only do we have high expectation for our students, we also have high expectations for parent involvement in their child's learning. We regularly communicate with parents about what children are learning as well as to provide opportunities for parents to talk with school personnel about their child and our programs through home visits, family nights, Parent Tech nights, and open up tutoring sessions for parents to attend with their child. At Murry Fly we send home red data folders with the students for the parents to see their istation reports and their benchmark scores. Parents sign these and return them to the teachers. AVID stratagies will be implemented in all classrooms grades K-5.
Murry Fly has a low rate of discipline referrals because of our CHAMPS program.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In 2020 our attendance rate increased to 95.6%. Our target rate is 96%. **Root Cause:** Parents attribute absences to not knowing how many absences they have, lack of transportation, and parent work schedules. The various incentives and systems in place to increase attendance are inadequate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Murry Fly consist of 3 administrators, 41 teachers, professional support 3 and 5 paraprofessionals. The majority of teachers at Murry Fly have more than 10 years of teaching experience. The breakdown of years experience are: 7.3% 0 years experience, 29.3% 1-5 yrs experience, 14.6% 6-10 yrs experience, 48.9% 10 plus years of experience, and 14.6% of the staff have masters degrees. We retained about 69% of our teachers.

Staff Quality, Recruitment, and Retention Strengths

The majority of teachers have more than 10 years teaching experience, and 15% have masters degrees. In the tested grades, 3-5, we have only certified, highly qualified teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The shortage of teachers in ECISD has forced us to collapse certain grade levels. **Root Cause:** Community issues- lack highly qualified teachers. Edit Associated Areas

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Murry Fly, research based curriculum, instruction and assessments are used to meet the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is very important. We also provide opportunities for struggling students with our tutoring, dyslexia services, guided reading, guided math, STRIDE, Istation, to close the achievement gap. Teachers, Instructional specialists, bilingual faculty, dyslexia teachers, tutors, special education personnel, and staff support the programs and intervention services. COGAT, Nagliari, STAAR, unit assessments, benchmarks, Imagine math, Imagine Learning. Lone Star math, and TELPAS help identify students for intervention. Each grade level has an intervention/enrichment time built into their schedule.

Curriculum, Instruction, and Assessment Strengths

Our strength is having a research based aligned curriculum for all students. Our special ed students are in the general ed classrooms with support from inclusion teachers.

AVID strategies will continue in K-5 classrooms for the 2020-2021 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Murry Fly is identified for targeted support and improvement. We did not reach our target score in the percentage of meets grade level in reading and math. Our target score in reading was 44% and we scored 39%. Our target score in math was 46% and we scored 47%, but did not meet the target the previous 2 years. **Root Cause:** Having to use long term subs in the classroom instead of having certified teachers because of the teacher shortage in our district. Edit Associated Areas

Parent and Community Engagement

Parent and Community Engagement Summary

Murry Fly strives to have different activities for parent and community involvement. We have a Meet the Teacher Night that involves the whole community in our area. Parent Orientation/Tech Nights, Parent Math Nights, Parent Science Nights, Parent Reading Nights, Fall Festival, Open House are some of the events that are held at Murry Fly. In the 2018-2019 school year we had 200-300 of our parents at our events. For the 2018-2019 school year we had a meet the Teacher Night and a Parent Orientation Night. For the 2019-2020 school year we had 300-400 parents attend our events.

Parent and Community Engagement Strengths

Familiy and community involvement at Murry Fly continues to show growth, Parent/family and community involvement is strongly encouraged. Not only do we have high expectation for our students we also have high expectations of parents involvement in their child's learning. We regularly communicate with parents about what children are learning as well as, provide opportunities for parents to talk with school personnel about their child and our programs through home visits, family nights, parent Tech nights, and open up tutoring sessions for parents to attend with their child. The West side community is invited to all school activities making our school the center of our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Despite a large student enrollment of 950 students, only 50 parents applied to be volunteers. Of the 50 applicants only 8 followed through and helped on a consistent basis. **Root Cause:** Lack of outreach and communication from the campus in terms of requirements for volunteering and specific areas of needs for the campus.

School Context and Organization

School Context and Organization Summary

Fly Elementary has an in school intervention time in all classrooms K - 5. Data will be reviewed from Imagine math, Imagine Learning, benchmarks, Lone Star Math, unit tests,classroom observeration during RTI meetings. Intervention will address the content areas of Reading, Math, and Science. PLCs are organized by grade levels and will meet to review student data, classroom instruction, and maintenance. PLC will meet weekly during our PLC/Intervention time. CIT will meet once a month to discuss campus goals and review of campus improvement plans. Our Leadership Team will meet once a month to review new campus initiatives and changes needed.

School Context and Organization Strengths

Murry Fly has numerous organization strenghts. Our PLCs meet weekly to review and discuss students' academic needs based on data from unit tests, istation, classroom performance and observations. Fly has a well established, comprehensive data room with info on every student. Data folders are used to communicate with parents on student achievement and progress.

Murry Fly has a well established school wide CHAMPS program which has led to a major decrease in discipline referrals.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Thirty percent of students entering third grade are lacking basic reading and math skills. **Root Cause:** Not all teachers in Prek -2nd grade have been thoroughly trained on early identification through the RTI process.

Technology

Technology Summary

At Murry Fly we strive to make sure our students have the technology available to make them 21st century learners. Computers are in each classroom. This year the campus will be 1:1. We have computer based intervention programs to help students in need such as Imagine Learning and Imagine Math. More technolgy will be added as funds are supplied. Each classroom is equiped with a smartboard, projectors, and document camera.

Technology Strengths

Murry Fly has computer access in each classroom and 100% of the portables. Murry Fly has wireless acess across the campus including all portables. We are at 100% 1:1 in all grade levels.

We provide technology training for all levels and capacities.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers have varying levels of technology skills. **Root Cause:** Not all teachers have received the right type of technology training.

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: Fly student attendance rate will increase from 94.6% to 95.4% by May 2021 (State average was 95.4% in 2018).

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Strategy 1: Attendance contracts will be done on all students that had poor attendance the previous year and 5 or more absences the first semester.		
Strategy's Expected Result/Impact: Improved rate of attendance		**Formative**
Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/campus administration		**Oct**
Title I Schoolwide Elements: 2.5, 2.6, 3.1	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 2: Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks.		
Strategy's Expected Result/Impact: Improved rate of attendance		**Formative**
Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/Campus administration		**Oct**
Title I Schoolwide Elements: 2.5, 2.6, 3.1	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 3: Utilize technology for remote learning to increase student engagement and attendance. We will embed technology for anytime and anywhere learning.

		Formative
Strategy's Expected Result/Impact: Increased student engagement and attendance		**Oct**
Staff Responsible for Monitoring: Teachers/ Campus administration		**Jan**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**May**

0% No Progress	100% 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: By May 2021, the Fly teacher turnover rate will decrease from 20% to 16% (state turnover rate is 16.6%).

Evaluation Data Sources: TAPR
System Data
Exit Survey Data

Summative Evaluation: None

Strategy 1: Murry Fly will strive to show our appreciation for each other by celebrating teacher and campus successes. We will publicly praise and acknowledge all teachers and staff.		Formative
2.4 Staff surveys, and number of staff resigning at the end of each year. improved teacher retention		
Strategy's Expected Result/Impact: improved teacher retention		**Formative**
Staff Responsible for Monitoring: Campus administration		**Oct**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: Lever 3: Positive School Culture		**Summative**
		May

Strategy 2: We will support teachers by providing job embedded and individualized professional development to increase teacher effectiveness.

		Formative
Strategy's Expected Result/Impact: Capitalize on improved teacher retention.		**Oct**
Staff Responsible for Monitoring: Campus Administration		
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 3: Support teachers by having weekly PLC meetings to provide training and review data.

		Formative
Strategy's Expected Result/Impact: Increased teacher effectiveness and morale		**Oct**
Staff Responsible for Monitoring: Campus administration		
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 4: Assign all new teachers to Murry Fly a teacher mentor.

		Formative
Strategy's Expected Result/Impact: Increased teacher effectiveness		**Oct**
Staff Responsible for Monitoring: Campus administration		
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

0% No Progress	100% 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: Students achieving the Meets Standard on state assessments will increase from 44% to 47% across all tested grade levels and content areas by May 2021. Student growth measured for 4th and 5th grade reading and math will increase from 76% to 80% by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the approaches level. We will focus on these groups to help them get on grade level		
Strategy's Expected Result/Impact: Students will demonstrate a 46% Meets rate at the 2021 benchmark. Students will demonstrate a 78% growth rate at the 2021 benchmark.		**Formative**
		Oct
Staff Responsible for Monitoring: The progress of the students will be monitored by campus administration and teachers with short cycle assessments, released STAAR tests, and interim assessments.		**Jan**
		Mar
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Summative**
ESF Levers: None		**May**
Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.		
Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.		**Formative**
		Oct
Staff Responsible for Monitoring: Campus administration/ Instructional specialist		**Jan**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Mar**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Summative**
ESF Levers: None		**May**

Strategy 3: Guided reading and guided math will be utilized in all K-5 classrooms.	
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.	**Formative**
Staff Responsible for Monitoring: Campus administration	**Oct**
Title I Schoolwide Elements: 2.4 **Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	May

Strategy 4: After school tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status.	
Strategy's Expected Result/Impact: Students will demonstrate a 47% Meets rate at the 2021 benchmark.	**Formative**
Staff Responsible for Monitoring: Campus administration/Small group tutors	**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	May

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

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the "meets" grade level. We will focus on these groups to help them achieve mastery		
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.		**Formative**
Staff Responsible for Monitoring: Campus administration/ Instructional coaches/ teachers		**Oct**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 2: Guided reading and guided math will be utilized in all K-5 classrooms.		
Strategy's Expected Result/Impact: Campus administration		**Formative**
Staff Responsible for Monitoring: Progressively increasing test scores in short cycle assessments and benchmark tests.		**Oct**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 3: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.	**Formative**
Staff Responsible for Monitoring: Campus administration/ Instructional specialist	**Oct**
Title I Schoolwide Elements: 2.4 **Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	May

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

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading will increase by 6% in third grade and 3% in 4th grade by May 2021. Writing will increase by 10% by May 2021.
3rd Grade Reading from 36% to 42%
4th Grade Reading from 40% to 43%
5th Grade Reading from 38% to 48%
4th Grade Writing from 25% to 39%.

Evaluation Data Source(s) :State Accountability 2019, 2020

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Balanced Literacy framework will be implemented in all ELAR classrooms.		
Strategy's Expected Result/Impact: Increase STAAR Writing by 10% and STAAR reading by 6% in 3rd grade and 3% in 4th grade.		**Formative**
Staff Responsible for Monitoring: Campus administration/ instructional specialists		**Oct**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.		
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.		**Formative**
Staff Responsible for Monitoring: Campus administration/ Instructional specialist		**Oct**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 3: Murry Fly will employ two dyslexia teachers to implement the Take Flight Program.

2.4, 2.5, 2.6
Campus administration/Dyslexia Teacher

Increased reading fluency and better reading scores.

		Formative
Strategy's Expected Result/Impact: Increased reading fluency and better reading scores.		
		Oct
Staff Responsible for Monitoring: Campus administration/Dyslexia Teacher		
		Jan
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
		Mar
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	
		Summative
		May
ESF Levers: None		

Strategy 4: Murry Fly will employ one instructional Specialist to train teachers on planning and instructional strategies.

2.4, 2.5, 2.6
Campus administration/Instructional Specialists

Increased planning and instructional capacity for all of our teachers. Increased test scores.

		Formative
Strategy's Expected Result/Impact: Increased planning and instructional capacity for all of our teachers. Increased test scores.		
		Oct
Staff Responsible for Monitoring: Campus administration/Instructional Specialists		
		Jan
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
		Mar
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	**Funding Sources:** None	
		Summative
ESF Levers: Lever 5: Effective Instruction		**May**

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

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in 3rd grade and 1% for 4th and 5th grade by May 2020.
3rd Grade Math from 36% to 46%
4th Grade Math from 45% to 46%
5th Grade Math from 49% to 50%

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Supplemental resources such as Forde and Ferrier, Mentoring Minds, Step up to the TEKS, and STAAR READY will be utilized for both classroom and small group targeted interventions in 2nd-5th grade.		
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.		**Formative**
Staff Responsible for Monitoring: Campus administration		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: Lever 5: Effective Instruction		**Summative**
		May
Strategy 2: Teachers will utilize Lonestar math which targets the TEKS on a daily basis.		
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.		**Formative**
Staff Responsible for Monitoring: Campus administration		**Oct**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 5: Effective Instruction		**Summative**
		May

Strategy 3: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.

	Formative
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.	
Staff Responsible for Monitoring: Campus administration	**Oct**
	Jan
Title I Schoolwide Elements: 2.4 **Problem Statements:** None	
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** None	**Mar**
	Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	**May**

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

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020. 5th Science from 28% to 33%.

Evaluation Data Sources: State Accountability 2020 -2021

Summative Evaluation: None

Strategy 1: 5th grade science teacher will be required to have at least one hands on lab per week.		Formative
Strategy's Expected Result/Impact: increased student engagement and participation		**Oct**
Staff Responsible for Monitoring: Campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 2: 5th grade students will use the mentoring minds supplement resource which includes online assessments.		Formative
Strategy's Expected Result/Impact: increased science scores		**Oct**
Staff Responsible for Monitoring: Campus administration/science teacher		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

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

Performance Objective 6: Telpas progress rate will increase from 34% to 36% by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Bilingual and ESL students will use the Summit K-12 computer based program twice a week for 30 minutes.		**Formative**
Strategy's Expected Result/Impact: Increased listening, speaking, and reading skills.		**Oct**
Staff Responsible for Monitoring: Campus administration/ Teachers.		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May
Strategy 2: Campus will implement dual language one way program PK-3rd grade bilingual students.		**Formative**
Strategy's Expected Result/Impact: Increased English language acquisition.		**Oct**
Staff Responsible for Monitoring: Campus administration/ teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Campus Funding Summary

Addendums