

Allen Independent School District
Rountree Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Rountree Elementary cultivates a family of learners where every individual is encouraged and empowered to do his or her best.

Vision

Where Everybody is Somebody!

Value Statement

Roadrunner PRIDE

We are Rountree Roadrunners!

We are prepared.

We are respectful.

We have integrity.

We are determined.

We encourage others.

We show Roadrunner PRIDE!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2022-2023 Demographics Summary

Rountree Elementary School was established in 1975, the oldest elementary school in Allen. Our campus serves Early Childhood through 6th grade students in Allen ISD. The campus is one of the two campuses that house the Early Childhood Programs for the entire district. This unit consists of our only Bilingual PreK , Pre-Kindergarten, Early Childhood Special Education, and students receiving speech services.

The student mobility rate for Rountree Elementary in 2021-2022 was 16.84%.

Race/Ethnicity includes:

Race/Ethnicity Enrollment

African American 23.1%

Hispanic 34%

White 54.2%

Asian 10%

American Indian - Alaskan Native 2.3%

Two or More Races 9.3%

Enrollment by Student Groups includes:

Student Group Enrollment

Economically Disadvantaged 54.66%

Limited English Proficient 28.88%

Special Education 36.44%

504 Programs 7.633%

Kindergarten - 6th Grade:

School Population

Kindergarten 11.02%

Grade 1 7.63%

Grade 2 9.53%

Grade 3 10.17%

Grade 4 7.42%

Grade 5 10.17%

Grade 6 8.26%

Early Childhood 16.31%

Pre-K 19.49%

Demographics Strengths

Our campus has a very diverse population as noted in the demographic summary.

- Staff is collaborative and functions as a strong Professional Learning Community (PLC).
- 33 professional staff have 10+ years of teaching experience.
- 51 professional staff have 2+ years of experience teaching in Title I schools.
- 26% of our professional staff are seeking additional behavior training.
- Class enrollment sizes are lower than the state ratio.

- Our campus provides two EL Facilitators to support growth for students and teachers.
- Rountree provides more staffing of at least 24% of staff are paraprofessionals, 4 administrators, care coordinator, instructional coaches, behavior coach that help support the diverse needs of students, families, and teachers.
- Rountree houses a variety of programs for Allen ISD students through the district including the Early Childhood, Pre-K bilingual program. Title I funds have allowed for additional resources to support the diverse needs of the campus.
- Rountree provides frequent opportunities for parental involvement and parent education.
- School newsletter, social media, and marquee presence provides up-to-date information for parents and the community.
- CARE Coordinator's awareness and support of students and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students significant gaps in student's educational and social emotional background for some families. **Root Cause:** The impacts of the COVID -19 pandemic resulted in many challenges for families.

Problem Statement 2: A need for additional trainings based on the social emotional and behavior needs of students . **Root Cause:** The social emotional effects that resulted from the COVID-19 pandemic.

Student Learning

Student Learning Summary

2021-2022 Student Achievement Summary

At Rountree Elementary where "Everybody is Somebody", we believe in all educators working together to create a Unity of Purpose. Building positive and trusting relationships with our students allows us to guide them in meaningful and challenging work that results in optimum learning. A teacher's passion to create a safe and rich learning environment inspires opportunities for students to learn, grow, and progress in their learning.

2022 STAAR Reading Test Performance Summary

Grade Level	Campus		
	% Approaches	% Meets	% Masters
3rd	77%	43%	15%
4th	86%	49%	20%
5th	72%	33%	24%
6th	72%	33%	10%

2022 STAAR Math Test Performance Summary

Grade Level	Campus		
	% Approaches	% Meets	% Masters
3rd	64%	23%	6%
4th	60%	29%	6%
5th	48%	24%	4%
6th	72%	26%	8%

2022 STAAR Science Performance Summary

Grade Level	Campus		
	% Approaches	% Meets	% Masters
5th	48%	20%	7%

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for intervention and acceleration. It is a priority of the campus to close the gaps between all student groups with a special emphasis on the special education student group.

Student Learning Strengths

- 3rd grade students that met standard on STAAR increased by 15% in Reading and 15% in math.
- 4th grade students that met standard on STAAR increased by 19% in Reading
- Student cohort groups increased or maintained met standard on Reading STAAR in grades 4th -6th.
- Over 50% of 2nd, 3rd, and 4th grade math students met their projected RIT growth goal on the MAP Math Assessment
- 50% of 6th grade students met their projected RIT growth goal on the MAP Reading Assessment.
- 61% of first grade students are reading at Benchmark or Above Grade Level from the MClass EOY assessment
- 51% of kindergarten students are reading at benchmark or above grade level from the MClass EOY assessment
- Rountree implemented a systematic approach to the professional learning community processes to align unit planning and pacing curriculum.
- Core SIT student focus communication have allowed for specific intervention and enrichment supports to teachers for student needs.
- Intervention time divided to target math and reading 4 days a week.
- Utilizing instructional data to track student needs and intervene on specific skills. Intervention time designated for both math and reading daily.
- Early literacy intervention in grades Kindergarten - 2nd grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Rountree students are performing below expected growth in 5th grade in math and reading. **Root Cause:** The 5th grade student population is made up of 52% at-risk that need additional systemic and direct instruction for intervention in both reading and math.

Problem Statement 2: Less than 35% of kindergarten and first grade students met their projected RIT goal in math. **Root Cause:** The younger students are coming out of the pandemic to school with social emotional needs, lack of social skills, and basic academic skills that are the foundation of their learning.

School Processes & Programs

School Processes & Programs Summary

2022-2023 Processes and Programs Summary

Rountree Elementary is focused on improving the process for recruiting, selecting, assigning, inducting, and retaining high-quality educators. Candidates are selected through the district application process. A hiring committee made up of teachers, coaches, the counselor and campus intervention specialist conduct initial interviews. Candidates then go on to interview with the administration team if the committee determines they would be a good fit for Rountree.

New teachers are introduced to the Rountree way during the district's New Teacher Traditions week. They spend a day on campus prior to the school year starting to learn about campus initiatives and procedures. New teachers are also paired with a mentor or campus buddy to guide them through their first few years on campus depending on the new teacher's years of experience. Throughout the year, new teachers attend Rookie Rallies led by campus administrators to support them in their transition to Rountree.

Teachers and staff enjoy working at Rountree and feel respected by their co-workers. Teachers chose to teach at Rountree because they want to impact students in a Title 1 environment. Teachers continue to teach at Rountree because of the relationships they have formed with other teachers, students and the community.

School Processes & Programs Strengths

- Teachers remain at Rountree because they love the students
- Teachers remain at Rountree because they like being at Title 1 campus to make a difference
- Teachers remain at Rountree because they enjoy working together and feel mutual respect within teams
- Instructional coaches on a local and district level
- Academic coaches and administrators monitor lesson plans and teaching within the classroom
- Professional Learning Communities collaborate for planning, instruction, and assessment
- Individualized high leveraged standards that drives instruction
- Structured intervention/enrichment time for all students on a daily basis for both math and reading
- Effective support programs that meet individualized instructional needs (Early childhood, AIM, Special Education, Dyslexia, Bilingual and ESL) The master schedule and calendar maximize the amount of time spent on instruction, family meetings, Second Steps curriculum, and SEL
- Communication is effective through staff meetings, team leader meetings, the weekly newsletter, unit planning, PLCs, and planning with coaches
- Walkthroughs reflect a high level of teaching by following district curriculum and implementing best instructional practices Small group instruction formed based on student needs

- Assessments are used effectively to determine student needs and adjust instruction

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Significant increase in class and school behavioral disruptions hinders teaching, learning, and operations of the school building. The increase in behaviors demands the time from administrators away from being present around campus and classrooms. **Root Cause:** Inconsistency in teaching common expectations and holding students accountable for those expectations across settings.

Problem Statement 2: Additional behavior and learning supports increased to meet the needs of post-pandemic social emotional needs. **Root Cause:** Professional development times were devoted to meeting the needs of implementing education during a pandemic through new learning platforms and assessment tools. This school year did not allow for trying new learning during this challenging school year.

Perceptions

Perceptions Summary

2022-2023 Perceptions Summary

Our campus has supported the campus vision of: "Where Everybody is Somebody." Our mission states, Rountree Elementary cultivates a family of learners where every individual is encouraged and empowered to do his or her best. As a campus, we are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential. We believe that the key to achieving our mission is through a collaborative effort among all stakeholders.

Promoting collaboration with our stakeholders is an important factor in partnering for student success on campus. Parents report participating in systematic communication such as Parent Teacher Conferences at a very high rate. They are connected by various modes of communication, such as weekly newsletters from the teachers and administrators, emails, phone calls, and regular work folders sent out consistently. While they reportedly feel included in the communication of events at school, they also report not being an active participant in school events, and very few volunteer at their child's school. We will make an effort to build a more collaborative relationship with parents by systematically partnering with parents early in the school year and to identify and utilize our families' specific strengths to carry out our Family Engagement Events. We will give parents an opportunity at the beginning of the year to commit to various events during the year. We will then offer opportunities to join with our school community to collaborate in these events in a more active way.

As health restrictions are allowing for more in person interaction, we are committed to ensuring our parents and students feel welcomed and respected within this interpersonal interaction, and it is through this interaction that we support the highest achievement and success of our students. We will continue to build our recognition systems to move back toward a quarterly recognition ceremony for academic growth that includes families, while continuing to support positive behavior through weekly Rocky Rallies for students. Both of these systems have the intentional purpose of reinforcing successful habits and behaviors that promote future success for our students in the present and the future.

Perceptions Strengths

Based on the parent survey, students feel safe and supported on campus. Parents and students feel connected to the teachers and staff at Rountree. They report that there has been an effort to create positive interpersonal relationships with both students and parents. Students report feeling recognized for their positive behaviors, but parents have a more ambivalent opinion of this recognition. There is a degree of being unsure that clear, concise, and consistent expectations are being fairly enforced throughout the student community.

- School Safety

- Interpersonal relationships, recognizing good behavior
- Parent/ Teacher Conferences
- Interpersonal relationships with parents
- Staff and students report they feel safe in classrooms Students share they their feel families want them to do well in school Students report they feel supported/cared for by teachers Staff and students are proud of school appearance
- The staff has a strong commitment of ensuring the success of our students. Staff works with students on social emotional curriculum to teach character traits. Staff recognize students on a monthly basis for demonstrating positive character traits.
- Staff embraces/respects diversity Guidance lessons on diversity and acceptance of others.
- CARE coordinator participates in Allen Alliance monthly meetings to increase awareness of resources and services by community members

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff and parents report that class and school behavioral disruptions occur that hinders teaching and learning in the classrooms. **Root Cause:** There is a lack of consistency in teaching common expectations and holding students accountable for those expectations across settings.

Problem Statement 2: Parents report that are not actively involved in school and volunteering opportunities on campus. **Root Cause:** The past two school years the campus decreased the number of large group gatherings at the school resulting in less opportunities on campus. The communication for many volunteering opportunities are provided electronically as opposed to paper forms.






Priority Problem Statements

Goals

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: In the 2022-2023 school year, Rountree Elementary will identify and implement professional learning opportunities based on the staff/student needs to build their capacity with in their educational role.



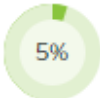
Evaluation Data Sources: STAAR results, MAP data, mClass, CIRCLE, Eduphoria reports, AWARE reports, Behavior Flip Reports








Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team designates coaching days each week to support the needs campus wide with instruction, social emotional, behavior, and culture staff/student needs.</p> <p>Strategy's Expected Result/Impact: Positively impact student/staff needs through immediate feedback based on observation.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Behavior Coach, CIS, Care Coordinator, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplemental Staff (Assistant Principal) & Resources for Student Achievement - Title 1-Part A - \$98,000</p>	Formative			Summative
	Sept	Dec	Mar	May
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 2: In the 2022-2023 school year, Rountree Elementary will establish, implement, monitor, and evaluate instructional practices with a focus on each student receiving high levels of instruction to gain at least one year's worth of academic growth.

Evaluation Data Sources: STAAR results, MAP data, mClass, CIRCLE, Eduphoria reports, AWARE reports, All in Learning reports








Strategy 1 Details	Reviews			
<p>Strategy 1: Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Assessment Results and Classroom Data</p> <p>Staff Responsible for Monitoring: Campus Administrators, AIM teacher, classroom teachers</p> <p>Funding Sources: - GT Allotment - \$19,197</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental support and learning experiences for Bilingual/English Learners promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Assessment results TELPAS, STAAR, mClass, MAP testing, CIRCLE, Classroom Assessments</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, English Language Facilitator, Administrators</p> <p>Funding Sources: - Bilingual/ESL: State Special Allotment - \$153,645, Supplemental Staff (EL Facilitator) & Resources for Student Achievement - Title 1-Part A - \$75,500</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: Assessment results TELPAS, STAAR, mClass, MAP testing, CIRCLE, Classroom Assessments</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Instructional Coaches, Support Teachers & Paraprofessionals, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplemental SSI Support & Resources (SSI Paraprofessional) - Title 1-Part A - \$28,000</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: Provide learning experiences and services for special education students to support individual learning needs. Strategy's Expected Result/Impact: Assessment Results and Classroom Data Staff Responsible for Monitoring: Campus Administrators, special education teachers, classroom teachers Funding Sources: - Special Education: State Special Allotment - \$1,242,626	Formative			Summative
	Sept	Dec	Mar	May
	 10%			
Strategy 5 Details	Reviews			
Strategy 5: Provide learning experiences and services for dyslexia students to support individual learning needs. Strategy's Expected Result/Impact: Assessment Results and Classroom Data Staff Responsible for Monitoring: Campus Administrators, special education teachers, classroom teachers Funding Sources: - Dyslexia: State Allotment - \$45,100	Formative			Summative
	Sept	Dec	Mar	May
	 10%			
Strategy 6 Details	Reviews			
Strategy 6: Provide learning experiences for early childhood supporting learning opportunities promoting early intervention and education. Strategy's Expected Result/Impact: Assessment Results and Classroom Data Staff Responsible for Monitoring: Campus Administrators, special education teachers, classroom teachers Funding Sources: - Early Education: State Allotment - \$55,279	Formative			Summative
	Sept	Dec	Mar	May
	 10%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 3: In the 2022-2023 school year, Rountree Elementary will explore opportunities to connect and reach parents as we build on the partnership between school and home.






Evaluation Data Sources: Increase participation in parent and teacher involvement in conferences and events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Supplemental Support Staff that will support, develop, and promote the connection between parent at the campus.</p> <p>Strategy's Expected Result/Impact: Increase in family involvement and liaison for parents</p> <p>Staff Responsible for Monitoring: Campus Administrator, Director of Federal and Special Programs</p> <p>Funding Sources: Supplemental Staff (Care Coordinator) - Title 1-Part A - \$54,000</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Rountree staff will parent education and community engagement events to increase partnerships with families for our students.</p> <p>Strategy's Expected Result/Impact: Parent feedback and involvement for our Rountree students</p> <p>Staff Responsible for Monitoring: Campus administrators, teachers, support staff</p> <p>Funding Sources: Parent & Family Engagement Resources - Title 1-Part A - \$3,600</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: A minimum of two early childhood family engagement opportunities will be provided in order to support the transition from early childhood programs to elementary school programs.</p> <p>Strategy's Expected Result/Impact: Parent feedback and involvement for our Early Childhood students</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Federal and Special Programs, Early Childhood teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<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 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: In the 2022-2023 school year, Rountree Elementary will provide experiences that will enhance the individualized learning opportunities and deepen learning for all students.







Evaluation Data Sources: Increase experiences and opportunities for our Title I students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with the continual learning opportunity to enhance their literacy skills and math school during extended school breaks to jump start their learning into the next grade level.</p> <p>Strategy's Expected Result/Impact: Student participation in the academic learning opportunities during extended breaks, which will promote family involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Federal and Special Programs, Instructional coaches</p>	Formative			Summative
	Sept	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2022-2023 school year, Rountree Elementary will identify and implement processes and systems based on staff/student needs to support academic growth for all students.








Evaluation Data Sources: STAAR results, MAP data, mClass, CIRCLE, Eduphoria reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly team collaboration structures that support progress monitoring and data based on evidence of student learning in the areas of math and reading.</p> <p>Strategy's Expected Result/Impact: CFAs will guide EC-6th teachers instructional practices. Assessment results (CFAs, MAP data, mClass, CIRCLE, simulation, STAAR, DRA)</p> <p>Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches, Support Staff, Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct weekly data meeting with a trained Leverage Leadership team member through analysis, planning, and instructional focus to support student growth based on the gaps in assessments</p> <p>Strategy's Expected Result/Impact: Positive impact in individualized instruction practices thus positively impacting student performance</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Instructional Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<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 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 2: In the 2022-2023 school year, Rountree Elementary will implement social emotional and behavior intervention structures to positively support student needs.

Evaluation Data Sources: Counselor social groups, behavior coach social groups, behavior data, restorative intervention data







Strategy 1 Details	Reviews			
<p>Strategy 1: Common expectations committee training on consistent expectation throughout the campus and classrooms to support students on skills for common language throughout the campus.</p> <p>Strategy's Expected Result/Impact: Positive climate and culture with students and teachers through supporting students with restorative practices</p> <p>Staff Responsible for Monitoring: Administrators, Behavior Coach, Counselor, Classroom Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus wide restorative practice in response to student behavior needs to support student behaviors with adults and peers.</p> <p>Strategy's Expected Result/Impact: Build capacity with teachers and students with restorative practices</p> <p>Staff Responsible for Monitoring: Administrators, Behavior Coach, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Funding Sources: Supplemental Behavior Support Staff (Behavior Coach) - Title 1-Part A - \$70,000</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Rountree staff will track students through a behavior and restorative software program. Additional intervention instruction designated to support students through restorative practices for students that are experiencing needs in behavior or social emotional needs.</p> <p>Strategy's Expected Result/Impact: Build capacity with students through social skills</p> <p>Staff Responsible for Monitoring: Administrators, Behavior Coach, Classroom Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 3: Rountree Elementary will increase results of early literacy in grade K-3. The percentage of Third Grade students that score at meets grade level or above on STAAR Reading will increase from 30.95% to 60% by June 2024.

HB3 Goal






Evaluation Data Sources: STAAR results, MAP data, mClass, CIRCLE, Eduphoria reports, AWARE reports, All in Learning reports

Strategy 1 Details	Reviews			
<p>Strategy 1: District provide reading academies in early literacy in order to strengthen early literacy instruction for students in grades K - 3.</p> <p>Strategy's Expected Result/Impact: Assessment results TELPAS, STAAR, mClass, MAP testing, CIRCLE, Classroom Assessments</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support ELA staff, Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Assessment results TELPAS, STAAR, mClass, MAP testing, CIRCLE, Classroom Assessments</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support ELA staff, Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<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 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 4: Rountree Elementary will increase results in mathematics in grade K-3. The percentage of Third Grade students that score at meets grade level or above on STAAR Math will increase from 42.86% to 60% by June 2024.

Evaluation Data Sources: STAAR results, MAP data, mClass, CIRCLE, Eduphoria reports, AWARE reports, All in Learning reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen instructional approaches around identifying gaps in mathematic foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Assessment results TELPAS, STAAR, mClass, MAP testing, CIRCLE, Classroom Assessments</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Support ELA staff, Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$55,279.00
Sub-Total					\$55,279.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$45,100.00
Sub-Total					\$45,100.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$153,645.00
Sub-Total					\$153,645.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$1,242,626.00
Sub-Total					\$1,242,626.00
Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Staff (Assistant Principal) & Resources for Student Achievement		\$98,000.00
1	2	2	Supplemental Staff (EL Facilitator) & Resources for Student Achievement		\$75,500.00
1	2	3	Supplemental SSI Support & Resources (SSI Paraprofessional)		\$28,000.00
1	3	1	Supplemental Staff (Care Coordinator)		\$54,000.00
1	3	2	Parent & Family Engagement Resources		\$3,600.00
3	2	2	Supplemental Behavior Support Staff (Behavior Coach)		\$70,000.00
Sub-Total					\$329,100.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$19,197.00
Sub-Total					\$19,197.00