Okuukqp"Uvcvg o gpv

To inspire every student to achieve their highest potential.

Xkukqp

Vcdng"qh"Eqpvgpvu

Eq o r t g j g pukxg"Pggf u"Cuuguu o gpv

Dg o q i t c r j keu

Fg o q i t c r j keu"Uw o o c t{

ÖÒT UÕÜŒÚP?ÔÙ

Uwfgpv Ngctpkpi

Uwfgpv"Ngctpkpi"Uwo o ct{

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Uejqqn Rtqeguugu & Rtqitcou

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Rgtegrvkqpu"Uvtgpivju

Parent Survey

Rtkqtkv{ Rtqdngo Uvcvgogpvu

Rtqdngo Uvcvgogpv 3: Performance decrease on STAAR of special education students.

Tqqv Ecwug 3: Develop staff understanding of each students' strengths and weakness along with progress monitoring of IEP goals.

Rtqdngo Uvcvgogpv 3 Ctgcu: Student Learning

Rtqdngo Uvcvgogpv 4: TELPAS scores indicate inadquate growth in proficiency levels. 2023 TELPAS Composite: 31% growth, 49% no change, 17% decrease.

Tqqv Ecwug 4: Develop staff knowledge of utilizing TELPAS rubrics to grow students' skills into daily instruction and the reciprocal impact on TELPAS scores, conduct student review every nine weeks.

Rtqdngo Uvcvgogpv 4 Ctgcu: Student Learning

Rtqdngo Uvcvgogpv 5: mClass scores indicate students are not making growth in second grade early literacy skills. KG- 84% growth, G1- 90% growth, G2- 48% growth

Tqqv Ecwug 5: Indepth study of second grade word study lessons, follow a system of early interventions to prevent level loss and close gaps for KG-G2

Rtqdngo Uvcvgogpv 5 Ctgcu: Student Learning

Rtqdngo Uvcvgogpv 6: STAAR scores indicate inadequate performance on developing a written response to explain, analyze, and evaluate information about a reading selection or stimulus. (3.11bi 31%, 3.11bii 44%, 4.11bi 40%, 4.11bii 60%, 5.11bi 81%, 5.11bii 71%)

Tqqv Ecwug 6: Instruction in on-demand writing using effective organization/conventions/development of ideas.

Rtqdngo Uvcvgogpv 6 Ctgcu: Student Learning

Eqortgjgpukxg"Pggfu"Cuuguuogpv"Fcvc"Fqewogpvcvkqp

The following data were used to verify the comprehensive needs assessment analysis:

Kortqxgogpv"Rncppkpi"Fcvc

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Ceeqwpvcdknkv{"Fcvc

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Uvwfgpv"Fcvc<"Cuuguuogpvu

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
  Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Uvtcvgi{"6"Fgvcknu	Tgxkgyu
Uvtcvgi{"6< Daily Owl Flight time to address Tier II Intervention goals and extension time to increase student performance on reading assessments. **Uvtcvgi{)u"Gzrgevgf"TguwnvlKo rcev<**	

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,3)

Performance Objective 2: By the end of the 2023-2024 school year, 100% of all prekindergarten, kindergarten, first, and second grade students will meet or

Uvtcvgi{"6"Fgvcknu	Tgxkgyu			
Uvtcvgi{"6< Daily Owl Flight Intervention time to address Tier II and HB 4545 (At Risk, ELL,Asian, SE, ECO) gaps in understanding and Extension time (GT,High Performing) to increase mastery on assessments. ✗ ♂ **Uvtcvgi{"")"G2rgevgf"Tg**uwnvI**K o rce**v< One year growth on common assessments and STAAR **Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi**< Administrators/Teachers	**Hqt o cvkxg**			**Uw o o cvkxg**
	Fge	**Hgd**	**O ct**	**Lwpg**

| | 0%... No Progress | ⬛ Accomplished | ➡️ Continue/Modify | ✗ Discontinue |

Rgthqt o cpeg"Qdlgevkxg"5 Rtqdng o "Uvcvg o gpvu<

Uvwfgpv"Ngctpkpi
Rtqdng**o "Uvcvg o gpv"3**: Performance decrease on STAAR of special education students.

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,3)

Performance Objective 4: By the end of the 2023-2024 school year, 75% of EB students will advance one level in each domain of the TELPAS assessment.

High Priority

Evaluation Data Sources: 2024 TELPAS Results

I qcn"3<

I qcɪ"4< EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and

I qcⁿ"4<

I qcⁿ"4‹ EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and

I qcɴ"4‹ EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4,5,6)

Tqcn 4: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4,5,6)

Rgthqt o cpeg Qdlgevkxg 8: 100% of students will set academic and personal goals housed within their Data Folder.

Gxcnwcvkqp Fcvc Uqwtegu: Student ownership of setting and explaining goals.

I qcⁿ"5<

Iqcn "5< EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7,8)

Rgthqtocpeg "Qdlgevkxg "5< 100% of staff and students will receive training and follow the Standard Response Protocol from the I Love You Guys foundation.

Uvtcvgi{ "3 "Fgvcknu	Tgxkgyu			
Uvtcvgi{ "3< Staff will receive training in the Standard Response Protocol and Reunification Protocol.	**Hqtocvkxg**			**Uwoocvkxg**
Uvtcvgi{)u "Gzrgevgf "Tguwnv/Kornev< Staff will be prepared during an emergency **Uvchh "Tgurqpukdng "hqt "Oqpkvqtkpi<** Campus Administrators	**Fge**	**Hgd**	**Oct**	**Lwpg**
Uvtcvgi{ "4 "Fgvcknu	**Tgxkgyu**			
Uvtcvgi{ "4< Emergency drills will be practiced each month according to the district schedule in the District Emergency Operations Plan.	**Hqtocvkxg**			**Uwoocvkxg**
Uvtcvgi{)u "Gzrgevgf "Tguwnv/Kornev< Staff and students will be prepared and know what to do in an emergency situation from practicing regular safety drills	**Fge**	**Hgd**	**Oct**	**Lwpg**

No Progress   Accomplished   Continue/Modify   Discontinue

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Bwfigv hqt Ncmg Rqkpvg Engogpvct{

Vqvcn"UEG"Hwpfu< $6,000.00
Vqvcn"HVGu"Hwpfgf"d{"UEG< 2
Dtkgh"Fguetkrvkqp"qh"UEG"Ugtxkegu"cpf"qt"Rtqitcou

After school tutorials for at-risk students in grades 3-5

4245/4246"Ec o rwu"Ukvg/Dcugf"Eq o o kvvgg