

Eagle Mountain-Saginaw Independent School District

Comanche Springs Elementary

2024-2025 Campus Improvement Plan



Mission Statement

OKUUKQP

Y qtm"vq i gvjgt."Egngdtevg" i tq y vj."Hqewu"qp"ngctpkpi

"

Vision

XKUKQP

Eq o cpejg"Urtkpiu"Gng o gpvct{" y knn"dg" c"uejqqn" y jgtg"cnm"uvwfgpvu"ngctp"cv" jki j "ngxgnu" y kv jkp" c"ewnwvtg"vj cv"ku"uchg"cpf"uwr r qtvkxg"hqt"cnm0"

Core Beliefs

EQTG"DGNKGHU

- Y g"dgnkgxg" c" jki j /swcnkv{" gfwecvkqp"ku"vjg"tki jv"qh"gxgt{"ejknf0
"
- Y g"dgnkgxg"cnm"rgqrng."tgi ctfnguu"qh"ci g"qt"dcemi tqwpf."ctg"xcnwcdng"cpf"fgugtxg"eq o rcuukqp."tgu rgev."cpf"mkpfpguu0
"
- Y g"dgnkgxg" c"ugpug"qh"dgnqpi kpi "ku"etkvecn"hqt"uvwfgpv"cpf"uvchh"uweeguu."cpf" y g" y knn" y gneq o g"cpf" kpenwfg"gcej" o g o dgt"qh"qwt
eq o o wpkv{0
"
- Y g"dgnkgxg"uweeguu"eq o gu"kp" o cp{"hqt o u"cpf"cnm" i tq y vj "ujqwnf"dg"egngdtevgf0

"

- Yg"dgnkgxg"kp"vjg"rqygt"qh"eqmcdqtcvkqp"ykvjqp"qwt"uejqqn"eq o o wpkv{"vq" o cmg"c"fkhhgtgpeg"kp"vjg"nkxgu"qh"ejknftgp0

"

Comprehensive Needs Assessment

Uwfgpv"Ngctpkpi

7"Uekgpeg"Vj tgg" [gct"Eq o rcthuqp

Uejqqn"Rtqeguugu" ("Rtqitc o u

Rgtegrvkqpu

Rgtegrvkqpu"Uw o o ct{

Rctgpv"Uwtxg{

81 parents/family members participated in last year's online parent survey (less than 15%).

84% of responders rated the overall quality of the school as excellent or good. 89% agreed that families were informed about and encouraged to attend school programs and activities. These were the strongest positive responses to any questions on the survey. The biggest parent concern, according to the survey, is bullying and the staff's response to it.

Uvch"Uwtxg{

26 staff members responded to the online survey. 92% reported overall engagement in their position. 100% reported enjoying working with their supervisor. The lowest areas in the

Go r nq { gg " F e v c

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data

R c t g p v l E q o o w p k v { " F e v c

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

U w r r q t v " U { u v g o u " c p f " Q v j g t " F e v c

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

Goals

Goal 1: GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI<"GOU"KUF" yknn"huvgt"c"ur rqtvxg"gp xktqpo gpv."ugwkp i"jki j"gzrgevcvkqpu."cpf
rtqoqvki"uvwfgpv"kpqxngxogpv"vq"gpuwtg"gej"uvwfgpv"cejkxgu"cecfgoke"ocuvgt{vvp O O qt x

Uvtevgi{"4" Fgvcknu

Tgxkg y u

Uvtevgi{"4 < Frequent progress monitoring of foundational skills through mClass based on level.

Above level - once a semester, on level - monthly, below level - every two to three weeks

Uvtevgi{"Gzrgevff" TguwnvK o rcev < Targeted intervention for students who are not making progress between benchmark assessments





Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi < Teachers, coach, interventionist, administration

Vkvng"K <

2.4, 2.6

- **GUH"Ngxgtu** <

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,





Uvtevgi{"Fgvcknu	Tgxkg y u			
<p>Uvtevgi{"< Implementation of Fundamental Five strategies in all language arts classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing.</p> <p>Uvtevgi{"Gzrgevfg" TguwnvK o rcev< Increased effectiveness of Tier I instruction</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Teachers Coaches Administration</p> <p>GUH"Ngxgtu< Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Cf flvkqpen" Vct igvgf" Uwrrqtv" Uvtevgi {"</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtevgi{"Fgvcknu	Tgxkg y u			
<p>Uvtevgi{"< Prekindergarten teacher will monitor letter recognition skill of students and provide intervention as needed to ensure students enter kindergarten knowing the majority of the capital and lower case letters.</p> <p>Uvtevgi {"Gzrgevfg" TguwnvK o rcev< Students entering kindergarten with stronger pre-reading skills</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Prekindergarten teacher</p> <p>GUH"Ngxgtu< Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Cf flvkqpen" Vct igvgf" Uwrrqtv" Uvtevgi {"</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
<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 1: GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI<"GOU"KUF" yknn"huvgt"cuwr rqtvxg"gpcktqo gpv."ugwkpj"jkj"gzrgevcvkqpu."cpf rtqoqvki"uvwfgpv"kpqnxgo gpv"vq"gpuwtg"gej"uvwfgpv"cejkxgu"cecfgoke"o cuvt{"cpf"ku"ygnn"rtgrctgf"ht"hwvtg"uweegu0"Egpvtcn"vq"vjku"eqo okv"gpv"ku"qwt rtqcevxg"cr rtqej"vq"o qpkvqtkpi"cpf"tgurqpfki"vq"uvwfgpv"pggfuo" Yg"tgeqipk|g"vjcv"gej"uvwfgpv"ku"wpkswg"cpf"jcu"fkxgtug"ngctpkpi"tgswtgo gpvu."cpf"kv"ku"qwt tgurqpukdknkv{"vq"huvgt"cp"gpcktqo gpv"vjcv"uwr rqtvu"vjgt"uweegu0

Performance Objective 2: NCP IWC I G"CTVU<"D{"vjg"gpf"qh"vjg"4245/4246"uejqn{"gct.";2' "qh"vjktf."hqwtvj."cpf"hhvj"itcfc"uvwfgpvu"yknn"ujqy"o cuvt{"qh

Uvtevgi{"5" Fgvcknu	Tgxkg y u
Uvtevgi{"5<	

Goal 1: GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI<"GOU"KUF"ykn"huvtg"cuwr rqtvkxg"gpcktqo gpv."ugwkpj"jkj"gzrgevcvkqpu."cpf
rtqoqvki"uvwfgpv"kpqxngxogpv"vq"gpuwtg"gej"uvwfgpv"cejkxgu"cecfgoke"ocuvgt{"cpf"ku"ygnn"rtgrctgf"ht"hwvtg"uweegu0"Egpvtcn"vq"vjku"eqo okv"gpv"ku"qwt
rtqcevkxg"cr rtqcej"vq"o qpkvqtkpi"cpf"tgurqpfkpi"vq"uvwfgpv"pggfu0"Yg"tgeqipk|g"vjcv"gej"uvwfgpv"ku"wpkswg"cpf"jcu"fkxgtug"ngctpkpi"tgswtgogpvu."cpf"kv"ku"qwt

Uvtevgi {"5" Fgvcknu	Tgxkg y u			
Uvtevgi {"5" Progress monitoring with monthly ISIP and assignment of targeted objectives in istation Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi < Teachers, coach, interventionist, administration GUH" Ngxgtu < Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Cfflvkqpcn" Vct igvgf" Uwr rqtv" Uvtevgi {	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
<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>				

Uvtcvgi{"5" Fgvcknu	Tgxkg yu			
<p>Uvtcvgi{"5" Implementation of Fundamental Five strategies in all math classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing.</p> <p>Uvtcvgi{"5" Gzrgevfg" TguwnvK o rcev< Increased effectiveness of Tier I instruction</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Teachers Interventionists Coaches Administration</p> <p>GUH" Ngxgtu< Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Cfflvkqpcn" Vct igvgf" Uwrrqtv" Uvtcvgi{"</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtcvgi{"6" Fgvcknu	Tgxkg yu			
<p>Uvtcvgi{"6" Use of math interventionist to work with Tier 3 students</p> <p>Uvtcvgi{"6" Gzrgevfg" TguwnvK o rcev< Increased math proficiency</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Interventionist</p> <p>Vkvng" K< 2.4</p> <p>- GUH" Ngxgtu< Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Cfflvkqpcn" Vct igvgf" Uwrrqtv" Uvtcvgi{"</p> <p>Hwpfkpi" Uqwtegu< Funding for interventionist - 211 - Title 1, Part A</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg

Goal 1:

Goal 1:

Uvtevgi {"5" Fgvcknu	Tgxkgyu			
<p>Uvtevgi {"5" < Align science instruction in TEKS dealing with natural resources, earth science, and matter/energy, using CER (Claim, Evidence, Reasoning) data to monitor progress.</p> <p>Uvtevgi {"5" < Increase student learning in these areas, leading to a stronger science foundation for fifth graders</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi < Science vertical goal team Science teachers</p> <p>GUH" Ngxgtu < Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Cf flvkqpen" Vct igvgf" Uwrrqtv" Uvtevgi {"</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtevgi {"6" Fgvcknu	Tgxkgyu			
<p>Uvtevgi {"6" < Use of QSSSA strategy across classrooms and grade levels to increase opportunities for purposeful talk for English Learners, students with learning disabilities, and all students</p> <p>Uvtevgi {"6" <</p>				

Goal 1:





Goal 1: GZEGNNGPEG"KP"CECFGOKEU"VGCEJ KP I"CPF"NGCTPKP I<"GOU"KUF"ykn"hqvgt"c"uwrrqtvxg"gpcktqpo gpv."ugvki"jki j"gzrgevcvqpu."cpf

Goal 1: GZEGNNGPEG"KP"CECFGOKEU"VGCEJ KP I"CPF"NGCTPKP I<"GOU"KUF"ykn"hqvtg"cuwr rqtvkxg"gpcktqpo gpv."ugvki"jki j"gzrgevcvqpu."cpf

Goal 2: GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI<"GOU"KUF" yknn"huvgt"c"uwr rqtvxg"gpcktqpo gpv."ugwvki"jkij"gzrgevcvkqpu."cpf
rtqoqvki"uvwfgpv"kpqnxgo gpv"vq"gpuwtg"gej"uvwfgpv"cejkxgu"cecfgoke"o cuvgt{"cpf"ku"ygnn"rtgrctgf"hqt"hwvtg"uweeguu0"Egpytcn"vq"vjkueqo okv o gpv"ku"qwt
rtqcevxg"cr rtqcej"vq"o qpkvqtkpi"cpf"tgrqpfpki"vq"uvwfgpv"pggfuo" Yg"tgeqipk|g"vjcv"gej"uvwfgpv"ku"wpkswg"cpf"jcu"fkxgtug"ngctpkpi"tgswtgo gpvu."cpf"kv"ku"qwt
tgrqpukdkkv{"vq"huvgt"cp"gpcktqpo gpv"vjcv"uwr rqtvu"vjgkt"uweeguu0

Performance Objective 1:





Goal 2: GZEGNNGPEG"KP"CECFGOKEU"VGCEJ KP I"CPF"NGCTPKP I<"GOU"KUF"ykn"hqvgt"c"uwrrqtvxg"gpcktqo gpv."ugvki"jki j"gzrgevcvqpu."cpf

Uvtevgi{"6'Fgvcknu	Tgxkg y u			
<p>Uvtevgi{"6< Send final copy of Parent and Family Engagement Plan and School-Parent Compact to all families through school newsletter. Distribute compact at fall parent conferences.</p> <p>Uvtevgi{"Gzrgevfg" TguwnvK o rcev< All families informed of engagement plan and compact</p> <p>Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi< Principal, teachers</p> <p>Vkvng"K< 4.1</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
<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: GZEGNNGPEG"KP"CECFGOKEU"VGCEJ KP I"CPF"NGCTPKP I<"GOU"KUF" yknn"hqvgt" c"uwr rqtvxg"gp xktq p o gpv."ugwkp i" jki j"gz rgevcvkqpu."cpf rtq o qvki i"uvwfgpv"kp xqnxg o gpv"vq"gp uwtg" gcej "uvwfgpv"ce jkgxgu"cecfgoke" o cuvgt {"cpf"ku" y gnn"rtgrctgf" hqt"hwvwtg"uweegu0" Egpvtc"vq"v jku"eq o o kv o gpv"ku"qwt rtqcevkg"cr rtqcej"vq" o qpkvqtkpi "cpf"tgurqpfki "vq"uvwfgpv"pggfu0" Y g"tgeq i pk |g"v j cv" gcej "uvwfgpv"ku"wpkswg"cpf" jcu"fkxgtug"ngctpkpi "tgs wktg o gpvu."cpf"kv"ku"qwt tgurqpkdknk v {"vq"hqvgt"cp"gp xktq p o gpv"v j cv"uwr rqtvu"v j gkt"uweegu0)

Performance Objective 5: RTQHGUUKQPCN"NGCTPKP I<"Cnn"rtqhguukqpcn"ngctpkpi "qr rqtvpkvkgu" yknn"dg"cnk i pgf" ykvj"v jg"ec o rwu"ko rtqxo gpv" rncp0)





Gxcnwcvkqp"Fcvc"Uqwtegu< Professional Learning Agendas and Sign-in Sheets

Uvtcvgi {"3" Fgvcknu	Tgxkg yu			
<p>Uvtcvgi {"3< Year-long emphasis on Fundamental Five strategies, through training, walk-throughs, data collection and sharing with staff, inclusion in lesson plans.</p> <p>Uvtcvgi {u"Gzrgevfgf" TguwvK o rcev< Stronger Tier I instruction Increased learning</p> <p>Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi< Team Leaders, Coaches, Administration</p> <p>GUH" Ngxgtu< Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Cffvkqpcn" Vct igvgf" Uwr rqtv" Uvtcvgi {</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtcvgi {"4" Fgvcknu	Tgxkg yu			
<p>Uvtcvgi {"4< Use of Differentiated Supervision strategies to better individualize professional learning for teachers</p> <p>Uvtcvgi {u"Gzrgevfgf" TguwvK o rcev< Stronger Tier I instruction Increased learning</p> <p>Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi< Administration</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtcvgi {"5" Fgvcknu	Tgxkg yu			
<p>Uvtcvgi {"5< Implement Teach Like A Champion book study to equip teachers with additional foundational, research base, strategies for Tier I instruction</p> <p>Uvtcvgi {u"Gzrgevfgf" TguwvK o rcev< Stronger Tier I instruction Increased learning</p> <p>Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi< Administration</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
<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: GZEGNNGPEG"KP"CECFGOKEU"VGCEJ KP I"CPF"NGCTPKP I<"GOU"KUF" yknn"hqvgt" c"uwr rqtvxg"gp xktq p o gpv."ugwkp i" jki j"gz rgevcvkqpu."cpf rtq o qvki "uvwfgpv" kpxqnxg o gpv"vq" gpuwtg" gcej "uvwfgpv" cejkxgu" cecfg oke" o cuvgt { "cpf"ku" y gnn" rtgrctgf" hqt" hwwtg" uweegu0" Egpvtc" vq" vjku" eq o o kv o gpv" ku" qwt rtqcevxg" cr rtqcej "vq" o qpkvqtkpi "cpf" tgurqp fki "vq" uvwfgpv" pggfu0" Y g" tgeq i pk | g" vjcv" gcej "uvwfgpv" ku" wpkswg" cpf" jcu" fkgxgug" ngctpkpi " tgs wktg o gpvu." cpf" kv" ku" qwt tgurqpukdnkv { "vq" hquvgt" cp" gp xktq p o gpv" vjcv" uwr rqtvu" vj gkt" uweegu0

Performance Objective 6: UVCHH"RGTEGRVKQPU<"D { "vjg"gp f"qh"4245/4246."322 ' "qh"uvchh" yknn" tgrqtv" hgnkpi "xcnwgf" cv" y qtm"cu" o gcuwtgf" d { "vjg"Uvchh Uwtxg {0

Gxcnvcvkqp" Fcvc"Uqwtegu< Staff Survey Results





Uvtcvgi { "3" Fgvcknu	Tgxkg y u			
<p>Uvtcvgi { "3" < Focused development of Leadership Team through increased opportunities to develop plans, make decisions, and guide team mates</p> <p>Uvtcvgi { }u" Gzrgev g f" Tguwnv k o rcev< Leadership team will know their contributions are critical to the success of the campus</p> <p>Uvchh" Tgurqpuk dng" hqt" Oqpkvqtkpi< Administration</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtcvgi { "4" Fgvcknu	Tgxkg y u			
<p>Uvtcvgi { "4" < Increased opportunities for staff members' voices to be heard through surveys, feedback, and providing input through leadership team</p> <p>Uvtcvgi { }u" Gzrgev g f" Tguwnv k o rcev< All staff members will know that their voice matters and is heard</p> <p>Uvchh" Tgurqpuk dng" hqt" Oqpkvqtkpi< Administration</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: GZEGNNGPEG"KP"CECFGOKEU"TGGETWKVOGPV"cpf"TGVPVQP"qh"SWCNKV ["UVCHH<"GOU"KUF" yknn"tgetwkv"cpf"g o rnq{"jki jn{"ghhgevkg
rgqrng"vjcv"jqnf"xcnwgu"cpf"ejctcevgtkvkeu"vjcv"ctg"cnki pgf" ykvj"vjg"fkuvtkv" o kuukqp0"Vjku"ewnwtg"qh"gzegngpeg"kpenwfgu"vjqug" yjq"ctg"eq o o kvvgf."eqcejcdng.
cpf"rquuguu"ci tqyvj"okpfugv0

Performance Objective 1:

Goal 3: GZEGNNGPEG"KP"CECFGOKEU"TGETWkVOGPV"cpf"TGvGPV"KQP"qh"SWCNKV ["UVCHH<"GOU"KUF"y knn"tgetwkv"cpf"g o r nq{"j ki j n{"ghhgev kxg rgqrng"vj cv"j qn f"xcnwgu"cpf"ejctcevgtkvkeu"vj cv"ctg"cnk i pgf"y kvj"vjg"fkvtkev" o kuukqp0"V jku"ewnwvtg"qh"gzegnngpeg"kpenw fgu"vj qug"y j q"ctg"eq o o kvvgf."eqcejcdng. cpf"rquuguu" c"i tqyvj" o kpfugv0

Performance Objective 2: UCHGV [<"D{"vjg"gpf"qh"vjg"4245"4246"uejqqn"{gct."y g"y knn"jcxg"etgcvgf"cpf"cf f g f"vq"vjg"ec o r wu"uchgv{"rncp" c"rtqvqeqn" hqt nqecvki" c" o kuukpi"ejknf0

Uvtcvgi{"3" Fgvcknu	Tgxkg y u			
Uvtcvgi{"3< Meet with district committee to co-create plan. Uvtcvgi{"u"Gzrgev g f" Tguwnv k o rcev< A written process for locating a missing child Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Principal	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtcvgi{"4" Fgvcknu	Tgxkg y u			
Uvtcvgi{"4< Train Core Team and staff Uvtcvgi{"u"Gzrgev g f" Tguwnv k o rcev< Staff will know assigned roles Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Principal	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
<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: GZEGNNGPEG"KP"CECFGOKEU"TGETWkVOGPV"cpf"TGVGpVkQP"qh"SWCNKV ["UVCHH<"GOU"KUF"y km"tgetwkv"cpf"g o rnq{"jki jn{"ghhgevkg
rgqrng"vjcv"jqnf"xcnwgu"cpf"ejctcevgtkvkeu"vjcv"ctg"cnki pgf"ykvj"vjg"fkvtkev" o kuukqp0"Vjku"ewnwtg"qh"gzegngpeg"kpenwfgu"vjqug"yjq"ctg"eq o o kvvgf."eqcejcdng.

Goal 3:

Goal 3: GZEGNNGPEG"KP"CECFGOKEU"TGETWkVOGPV"cpf"TGVGpV"QP"qh"SWCNKV ["UVCHH<"GOU"KUF"y knn"tgetwkv"cpf"g o rnq{"jki jn{"ghhgevkg rgqrng"vjcv"jqnf"xcnwgu"cpf"ejctcevgtkvkeu"vjcv"ctg"cnki pgf"ykvj"vjg"fkvtkev" o kuukqp0"Vjku"ewnwtg"qh"gzegngpeg"kpenw fgu"vj qug"y jq"ctg"eq o o kvvgf."eqcejcdng. cpf"rquuguu"ci tqyvj" o kpfugv0

Performance Objective 5: RCTGPV"RGTEGRV"KQPU<"D{"vjg"gpf"qh"4245/4246.";2 ' "qh"rctgpvu"y knn"tgrqtv"qp"vjg"gpf/qh/{gct"Rctgpv"Uwtgx{"vjcv"uvchh

Goal 4: GZEGNNGPEG"KP"CECFGOKEU"RGTUQPCN"cpf"UQEKCN"FGXGNQROGPV<"GOU"KUF"y knn"gpuwtg"qr rqtvpkvkgu"hqt"uvwf gpvu."uvchh."hc o knkgu."cpf

Goal 5:

Goal 6:

Goal 7: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVWFGPV"GP I C I GOGPV<"GOU"KUF"y knn"etgcvg"c"ewnwvtg"vjcv"wpfgtuvcpfu"cpf
eq o o wpkecvgu"qrrqtvpkvgu."tgurgevukp fxxkfwcnkv{"cpf"dwknfu"qypgtujkr0

Goal 8: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVWFGPV"GP I C I GOGPV<"GOU"KUF"y knn"k o r ng o gpv"rtqeguugu"vq"u {uvg o cvkecm{
eq o o wpkecvg"cpf"rtqxfqg"ceeguu"vq"cxctkgv{"qh"qr rqtvwpkvkgu"vq"gp i c i g"cnm"uvwfgpvu"cpf"uvcmgjqnfgtu0"Vjku"ku"rtkqtkvk|gf"d{"uvwfgpv"ejqkeg"kp"o c p p g t"v j c v
tgurgevu"ngctpkpi"uv{ngu."kpvgtguvu"cpf"kpfxkfwcnkv{."cnmqykpi"cnm"xqkegu"vq"dg"jgctf0

Goal 9: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVCHH"GP I C I GOGPV<"GOU"KUF"y knn"hquvgt"c" y qtmrnceg"ewnvwtg"y jgtg"uvchh" o g o dgtu
hgg"xcnwgf"cpf"tgurgev f0"Vjku"ewnvwtg"gpqwtci gu"eqmcdqtcvkqp."qrgp"eq o o wpkecvkqp."cpf" o wvwn"vtwuv"co qpiuv"uvchh" o g o dgtu"cpf"ngc fgtujkr0

Goal 10:

Goal 11: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"HCOKN ["GP I C I GOGPV<"GOU"KUF" y knn"cevkxgn{ "nkuvgp"vq"hc o knkgu"cpf"compqyngfi g
vjgkt"fkxgtug"pggfu"kp"qtfgt"vq"hquvgt"c"ewnwvtg"qh"cwvjgpvke"hc o kn { "gp i c i g o g p v" v j c v" o c m g u" h c o k n k g u" h g g n" j g c t f. " t g u r g e v g f. " c p f" x c n w g f 0

Goal 12: GZEGNNGPEG"KP"QT ICPK\CVKQPCN"KORTQXGOGPV"U [UVGOU"VJ KPMKP I<"GOU"KUF"y knn"fguki p"uvtgc o nkgf"u{ uvgo u"vjcv"y knn"etgcvg

Goal 13: GZEGNNGPEG"KP"QT I CPK\ CVKQPCN"KORTQXGOGPV"U [UVGOU"V J KPMKP I <"GOU"KUF" y knn" fguki p" uvtgc o nkpg f" u { uvgo u" vj cv" y knn" etgcvg
kpvgt fgr gp fgpeg" dgvy ggp" ec o rwugu" cpf" fgrctv o gpvu" vj cv" gpuwtgu" ghkkgpe { "cetquu" vj g" qti cpk | cvkqp" d { "fgxgnqrkpi" cpf" o ckpvckkpi" c" egpvtcnk | gf" kphqt o cvkqp
yctgj qwug0

Goal 14: GZEGNNGPEG"KP"QTI CPK\ CVKQPCN"KORTQXGOGPV"UCHGV ["CPF"UGEWTKV [<"GOU"KUF"ykn"rtqxfg"c"uchg"cpf"qtfgt{"ngctpkpi"cpf
yqtm"gpcktqpo gpv"hqt"uvwfgpvu."uvchh."eq o o wkv{ " o g o dgtu"cpf"xkukvtu"ykvj" c"hqewu"qp"dgjcxkqt"cpf"vtckpkpiu0

Goal 15: GZEGNNGPEG"KP"QTI CPK\ CVKQPCN"KORTQXGOGPV"UCHGV ["CPF"UGEWTKV [<"GOU"KUF"y knn"ko r ng o gpv"cpf"tk i qtqwun{"gphqteg"uchgv {
cpf"ugewtkv{"rqnkekgu."rtqegfwtgu"cpf"ncyu"vq"rtq o qvg"c"uchg"cpf"qtfgtn{"ngctpkpi "cpf"y qtm"gp xktqp o gpv"hqt"gxgt {qpg"y kvj "c"hqewu"qp"qrgtcvkqpu"cpf"u {uvgo u0

State Compensatory

Dw f igv" hqt" Eq o cpe jg" Ur tkp iu" Gng o gpvct {

Total SCE Funds: \$147,793.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

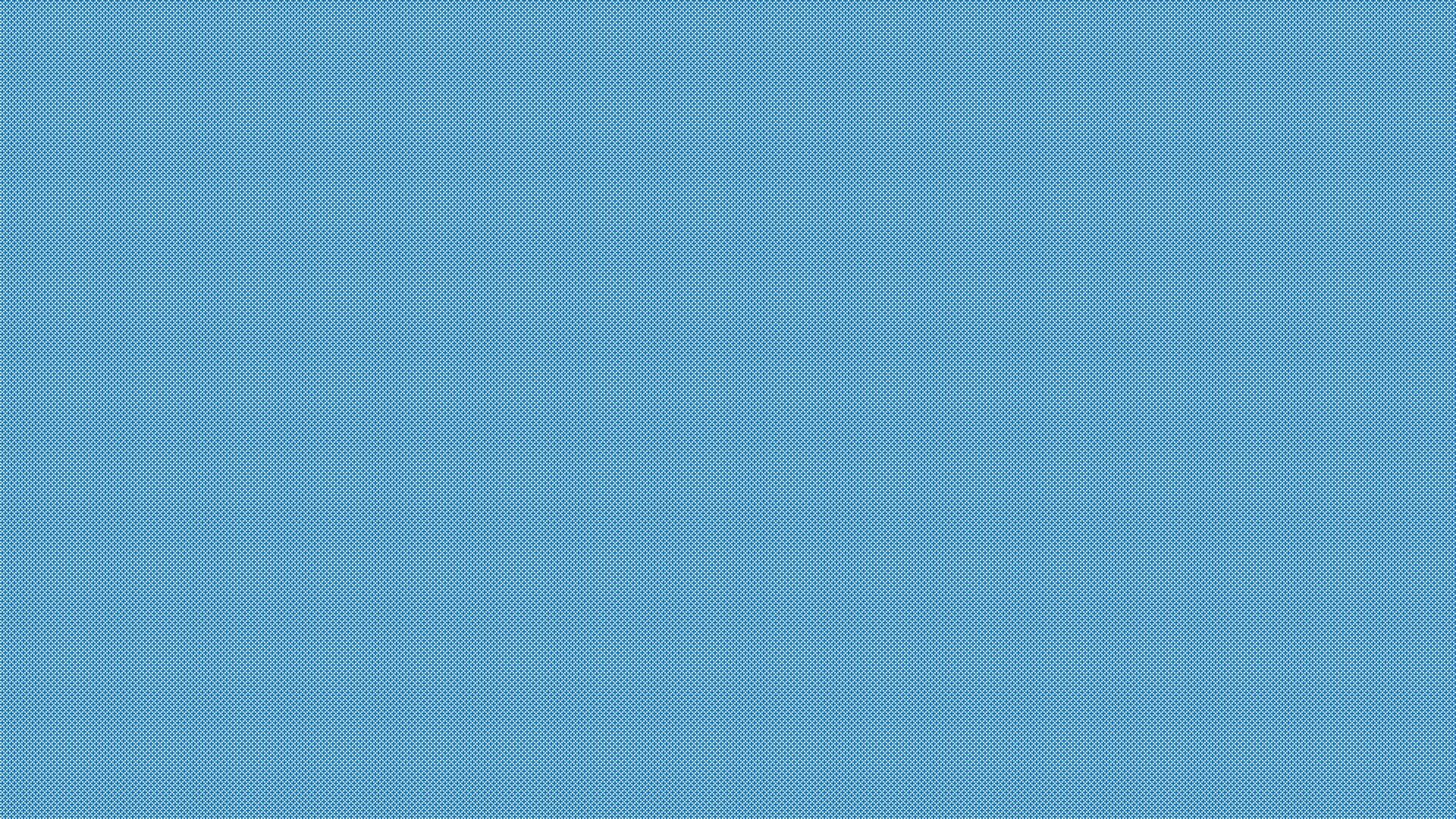
Math interventionist (\$63,500) Reading interventionist (\$74,793) Each provide Tier 3 intervention to students in grades 1-5, primarily. Tutor (\$9500) - Provides early intervention

Title I Personnel

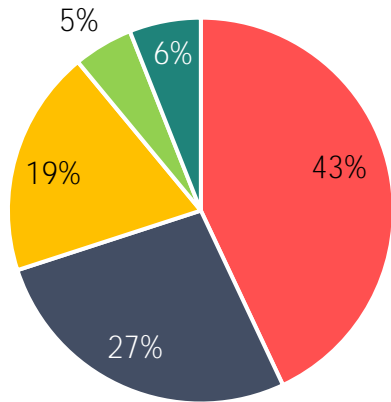
<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Martinez	Math Coach		0.5
Victoria Swanson	Reading Coach		0.5

Campus Funding Summary

433"/"Vkvng"3."Rctv"C					
I qcn	Qdlgevkvxg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	4	Interventionist salary		\$0.00
1	4	4	Funding for interventionist		\$0.00
Uwd/Vqvcn					\$0.00
3;;"/"Uvevg"Eq o rgpucvqt{"Gf					
I qcn	Qdlgevkvxg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	5	Funds for tutor		\$9,500.00
Uwd/Vqvcn					\$9,500.00



19 20 Campus Ethnicity Data



Cumulative Campus Student

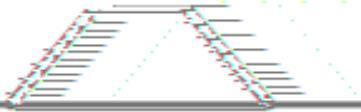
Cumulative Campus Attendance Data 2017-2020

17-18 Attendance Data

18-19 Attendance Data



19-20 Attendance Data



Kindergarten Data

Kindergarten 21-22
Reading mCLASS Data



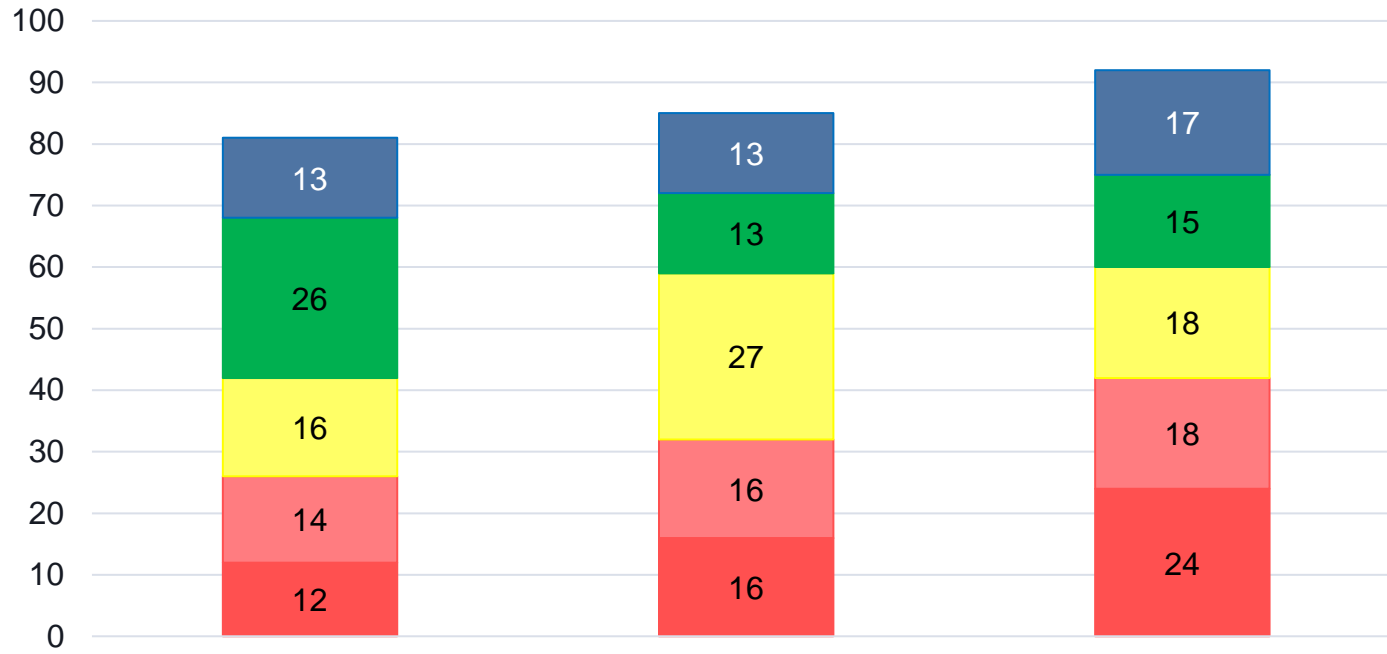
Kindergarten 21-22

BAS Data Charted



Kindergarten 21-22

Math ISIP



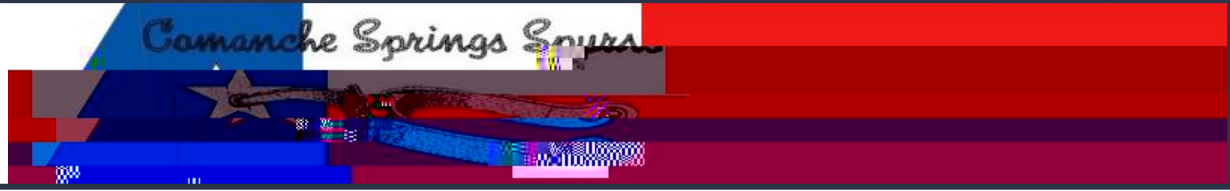
Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3

First Grade 21-22

Reading mCLASS Data

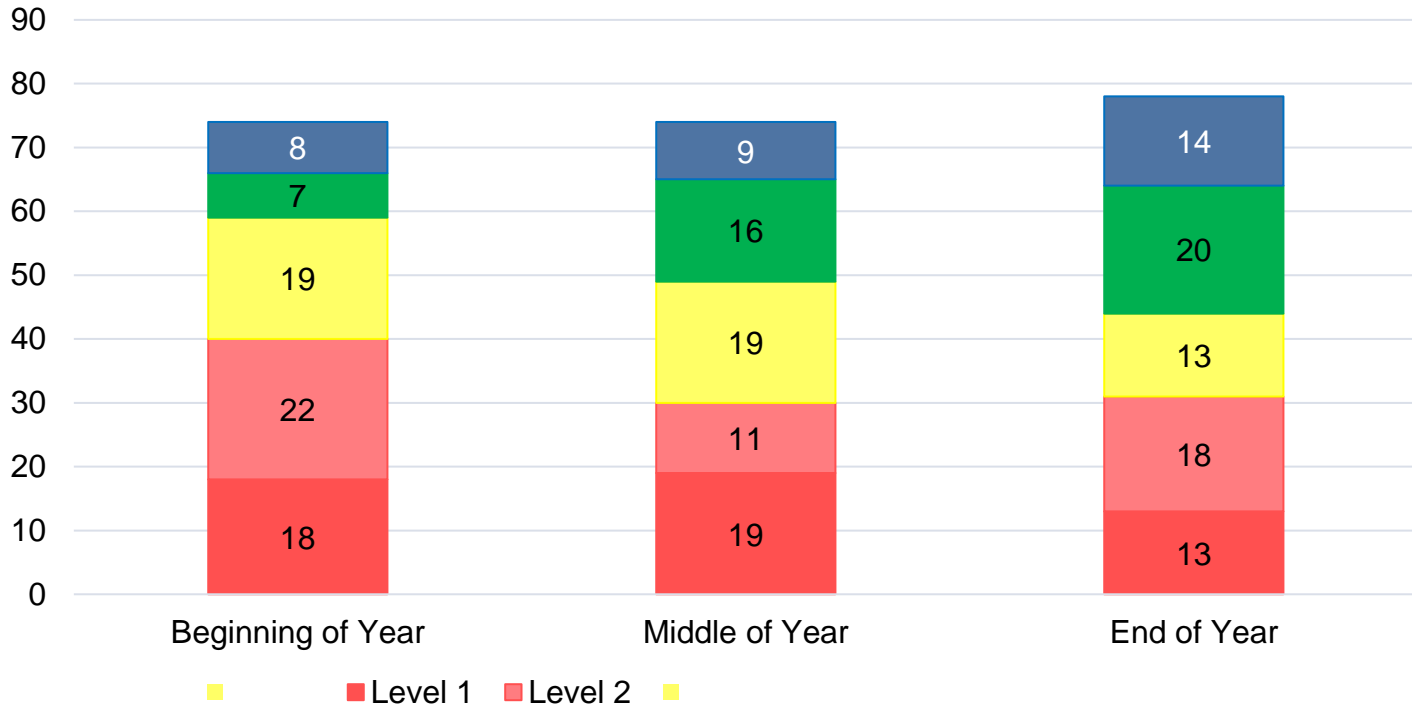
First Grade 21-22

BAS Data Charted



First Grade 21-22

Math ISIP





Second Grade Data

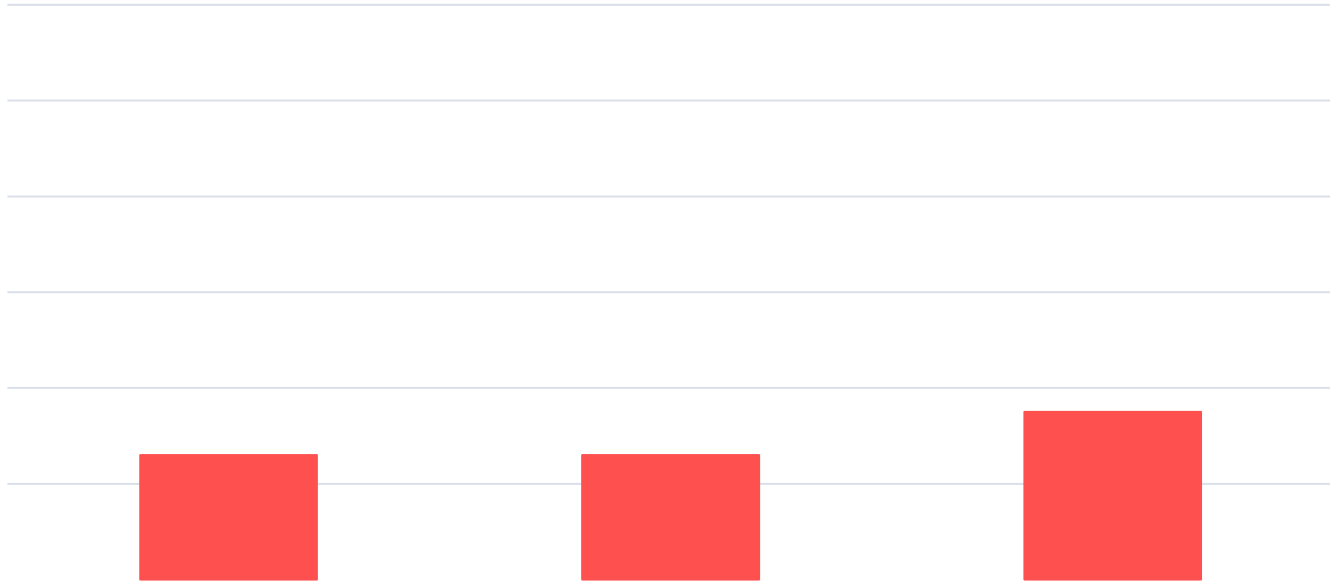
Second Grade 21-22

BAS Data



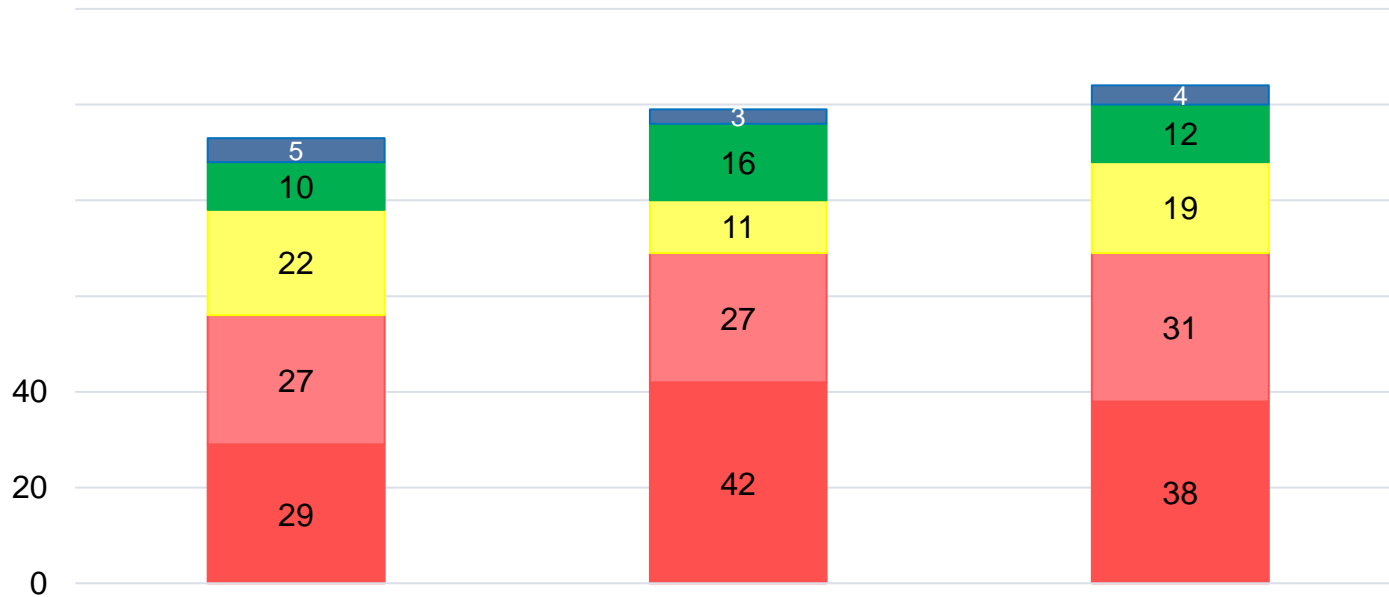
Second Grade 21-22

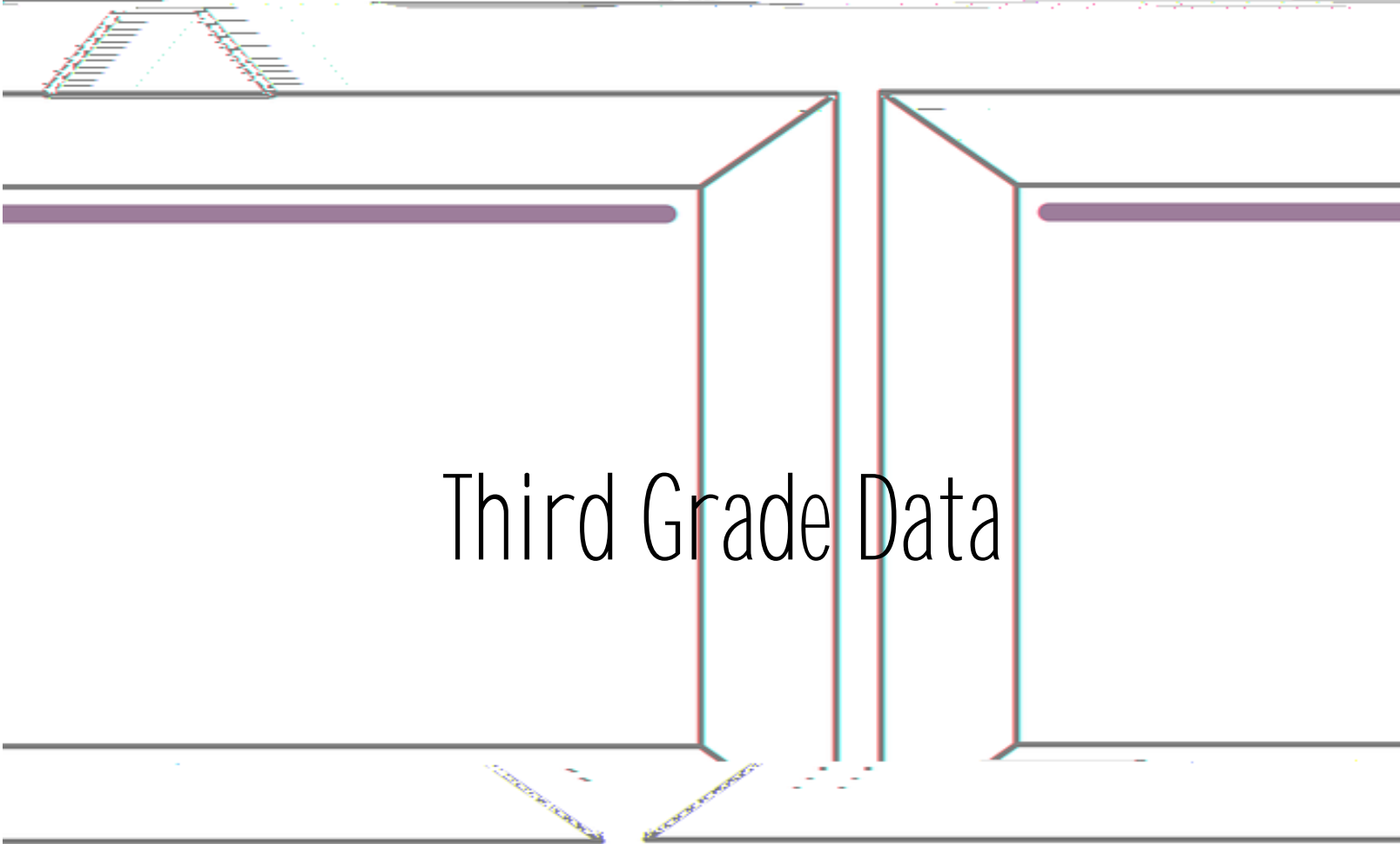
Reading ISIP



Second Grade 21-22

Math ISIP



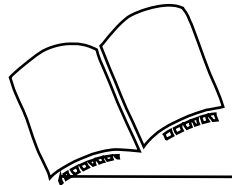


Third Grade Data

Third Grade 21-22
Reading Fall Interim



Third Grade 21-22
Reading Spring Interim

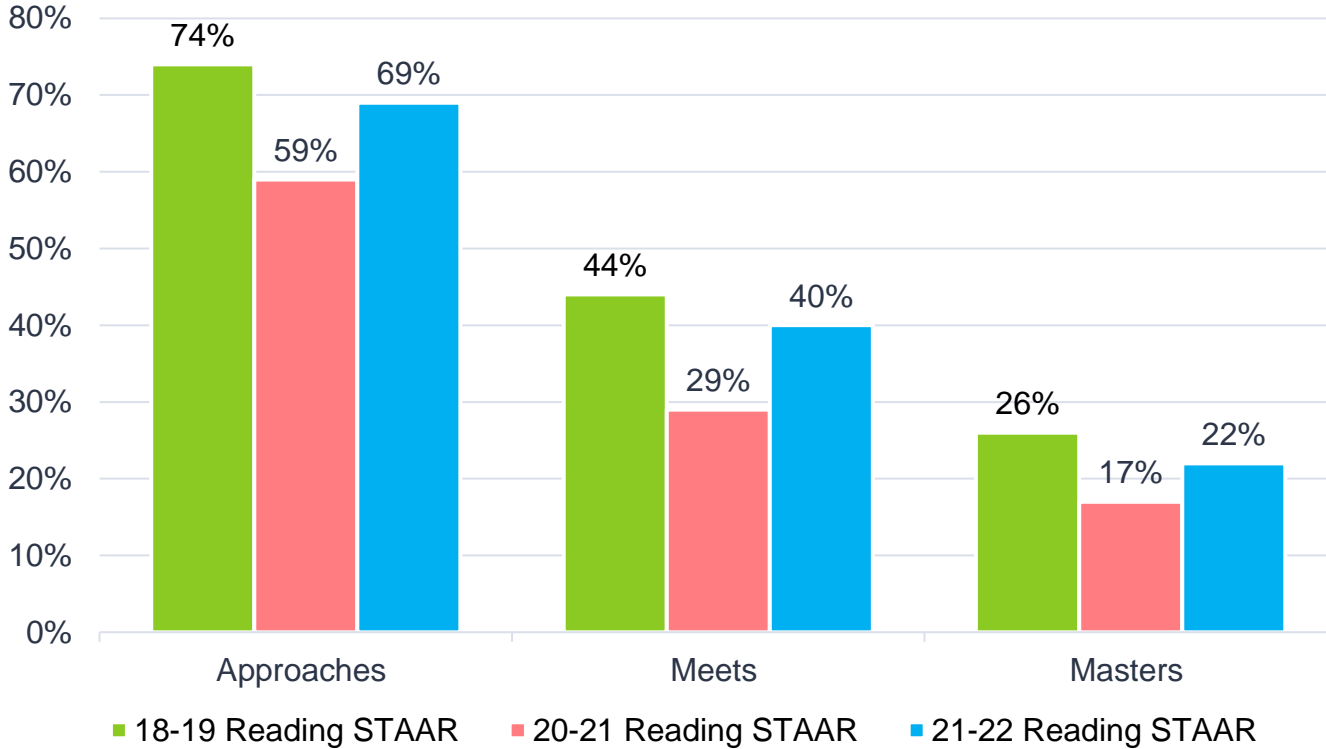


Third Grade 21-22

Reading Interims Vs. STAAR



Third Grade 19-21 Reading STAAR Data

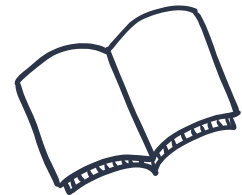


Third Grade 19-21

Cumulative Reading Data

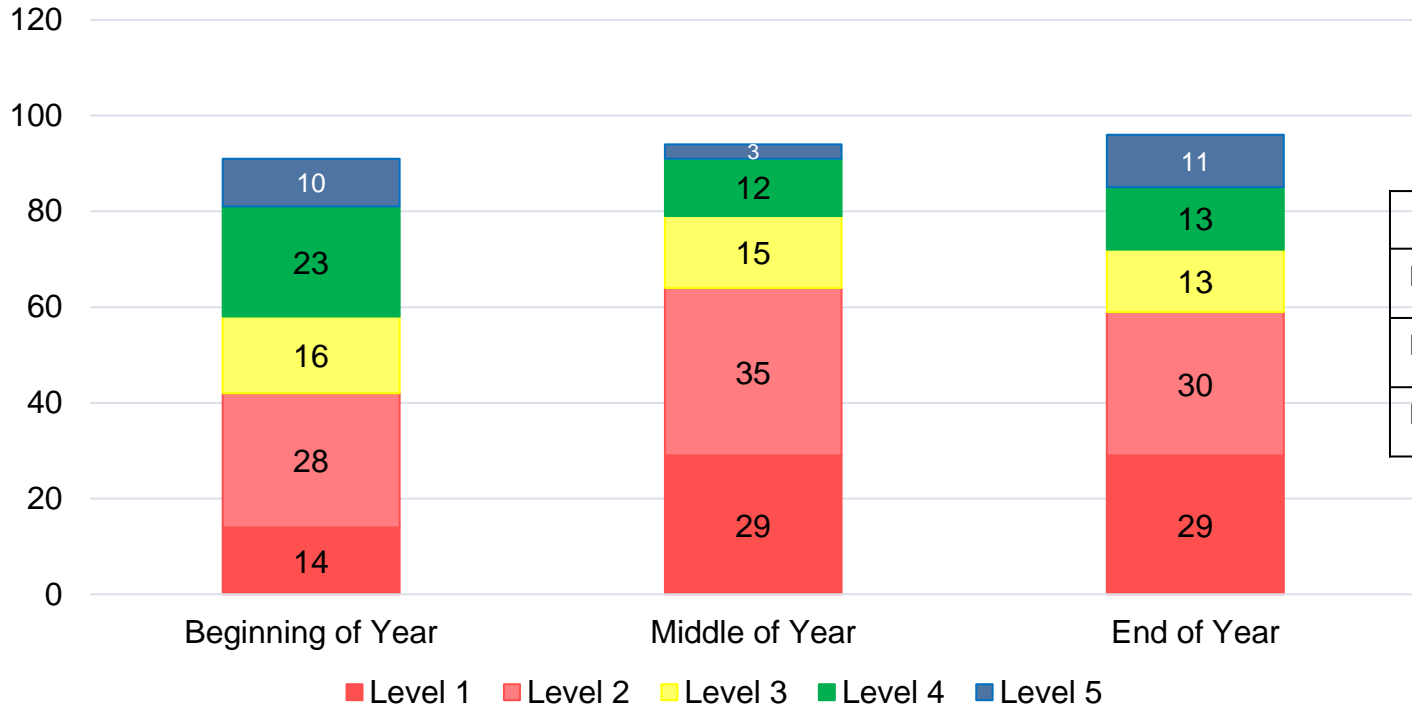


Cumulative Data	2019 Reading STAAR	2021 Reading STAAR	2022 Reading STAAR

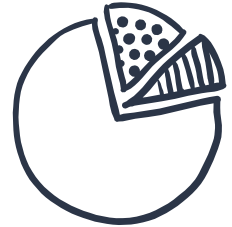


Third Grade 21-22

Math ISIP



Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3



Third Grade 21-22

Math DCA Data

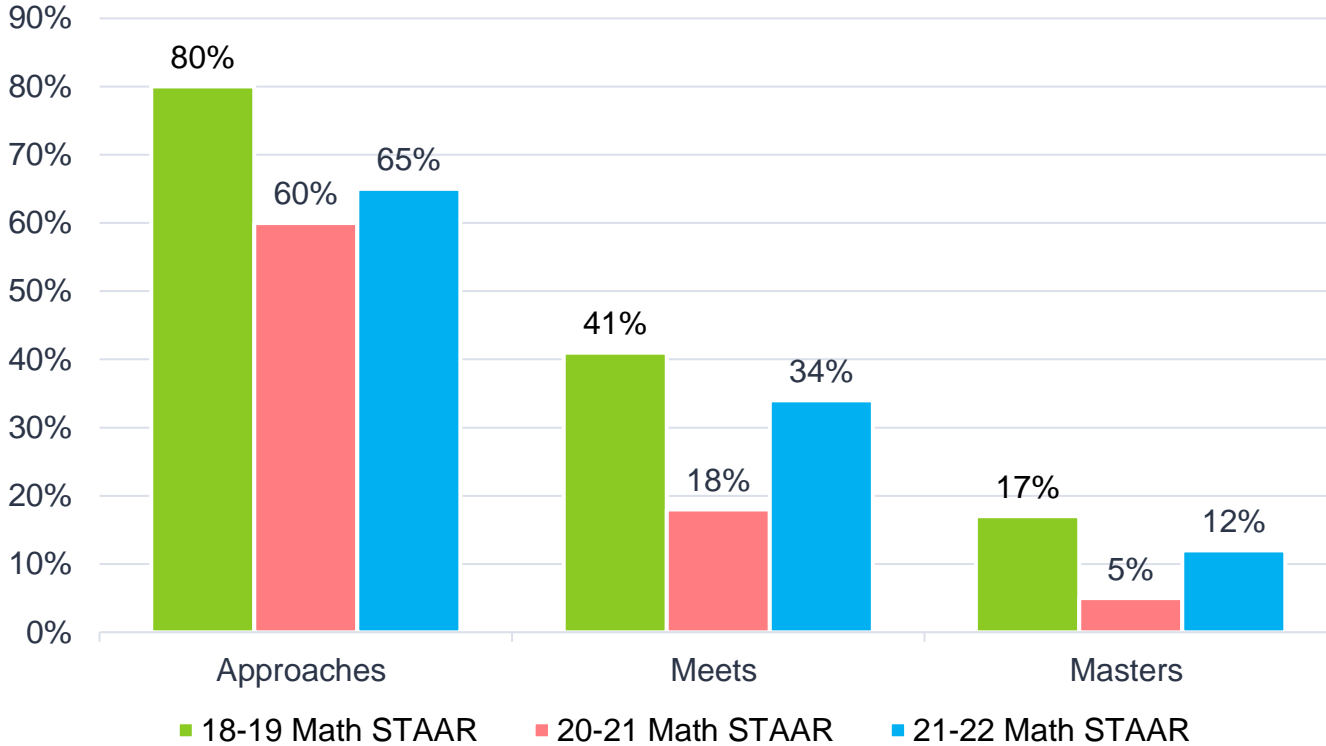


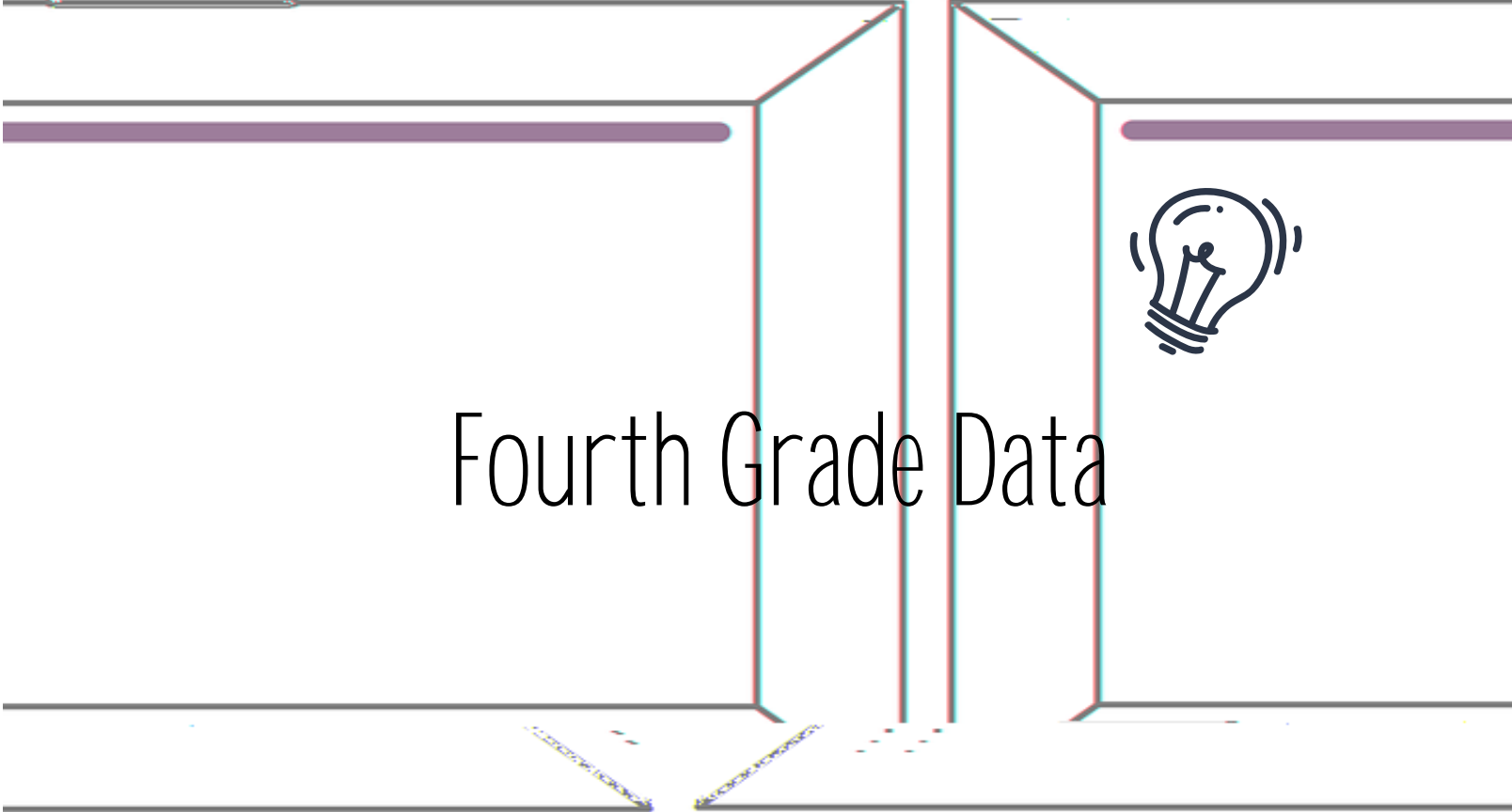
Third Grade 21-22

Math Interims Vs. STAAR



Third Grade 19-21 Math STAAR Data





Fourth Grade Data



Fourth Grade 21-22

BAS

Fourth Grade 21-22

Reading ISIP



Fourth Grade 21-22

Reading DCA Data



Reading Data	DCA 1	DCA 2	DCA 4	2022 STAAR
Approaches	52%	54%	65%	

Fourth Grade 21

Fourth Grade 21-22

Reading Spring Interim



Fourth Grade 19-21
Reading STAAR Data



Fourth Grade 21-22

Reading Interims Vs. STAAR



Fourth Grade 19-21

Cumulative Reading Data





Fourth Grade 21-22
Math ISIP

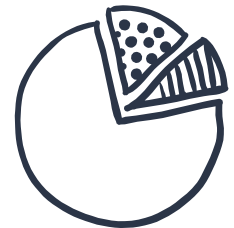


Fourth Grade 21-22

Math DCA Data



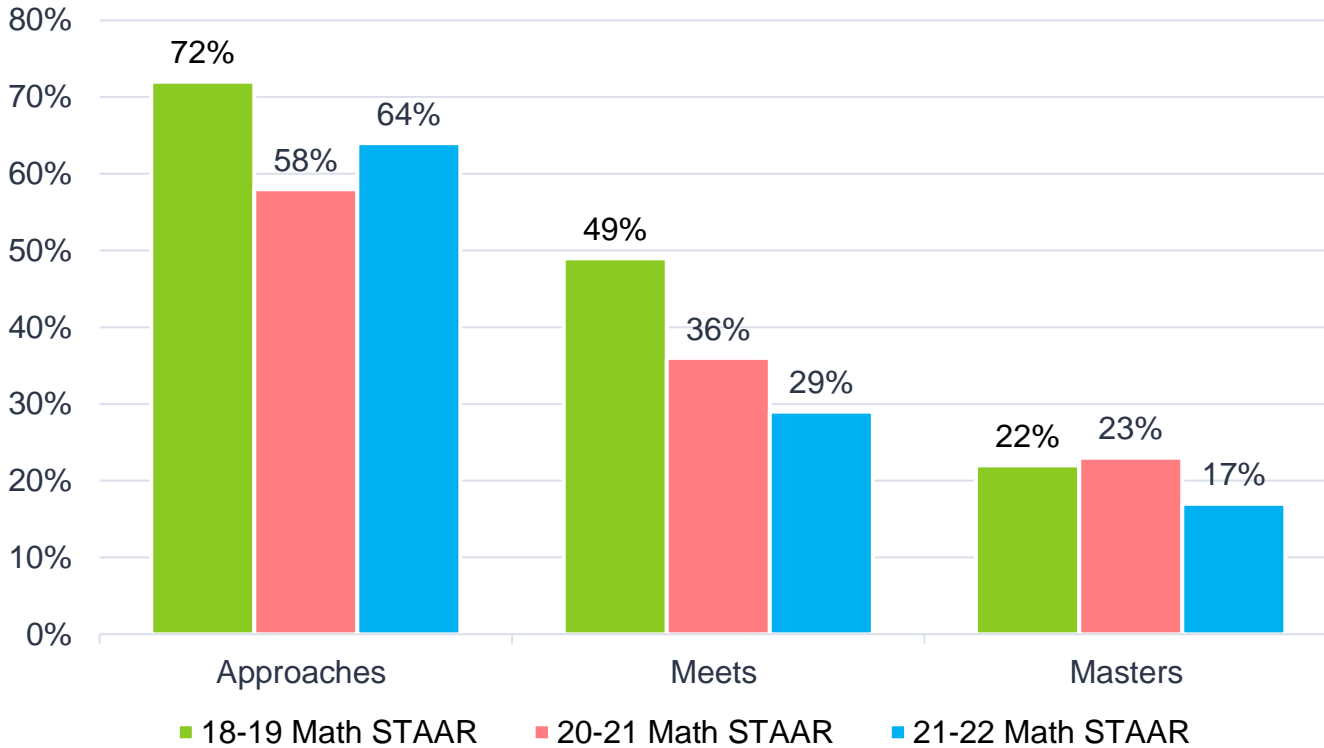
Math Data	DCA 1	DCA 2	DCA 3	DCA 4	2022 STAAR
Approaches	80% 	69%	81%	69%	64%
Meets	62% 	35%	67%	50%	29%
Masters	48%	25%	44%	31%	17%



Fourth Grade 21-22
Math Fall Interim



Fourth Grade 19-21 Math STAAR Data



Fourth Grade 19-21 Cumulative Math Data



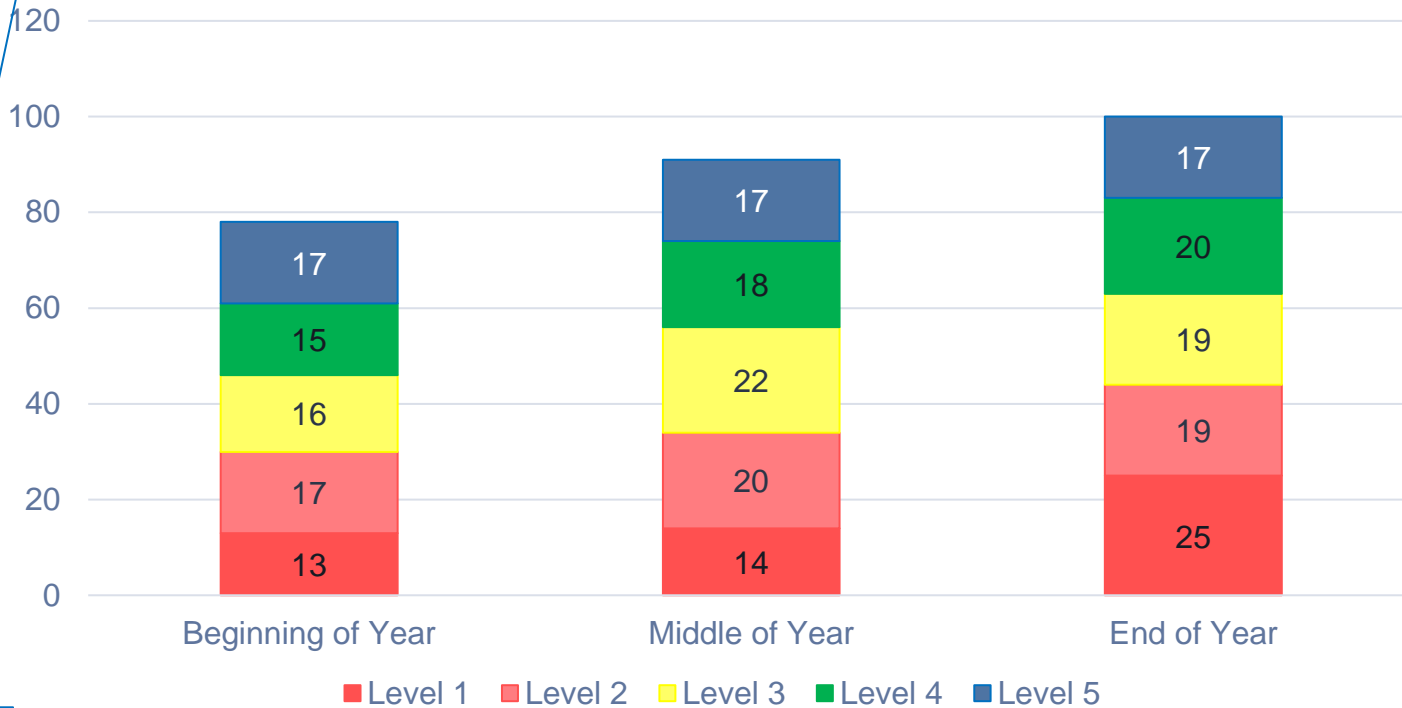


Fifth Grade Data

Fifth Grade 21-22
BAS Data Charted



Fifth Grade 21-22 Reading ISIP



Level Guidelines	



Fifth Grade 21-22
Reading Fall Interim



Fifth Grade 19-21 Reading STAAR Data

Fifth Grade 21-22

Reading Interims Vs. STAAR



Fifth Grade 19-21

Cumulative Reading Data

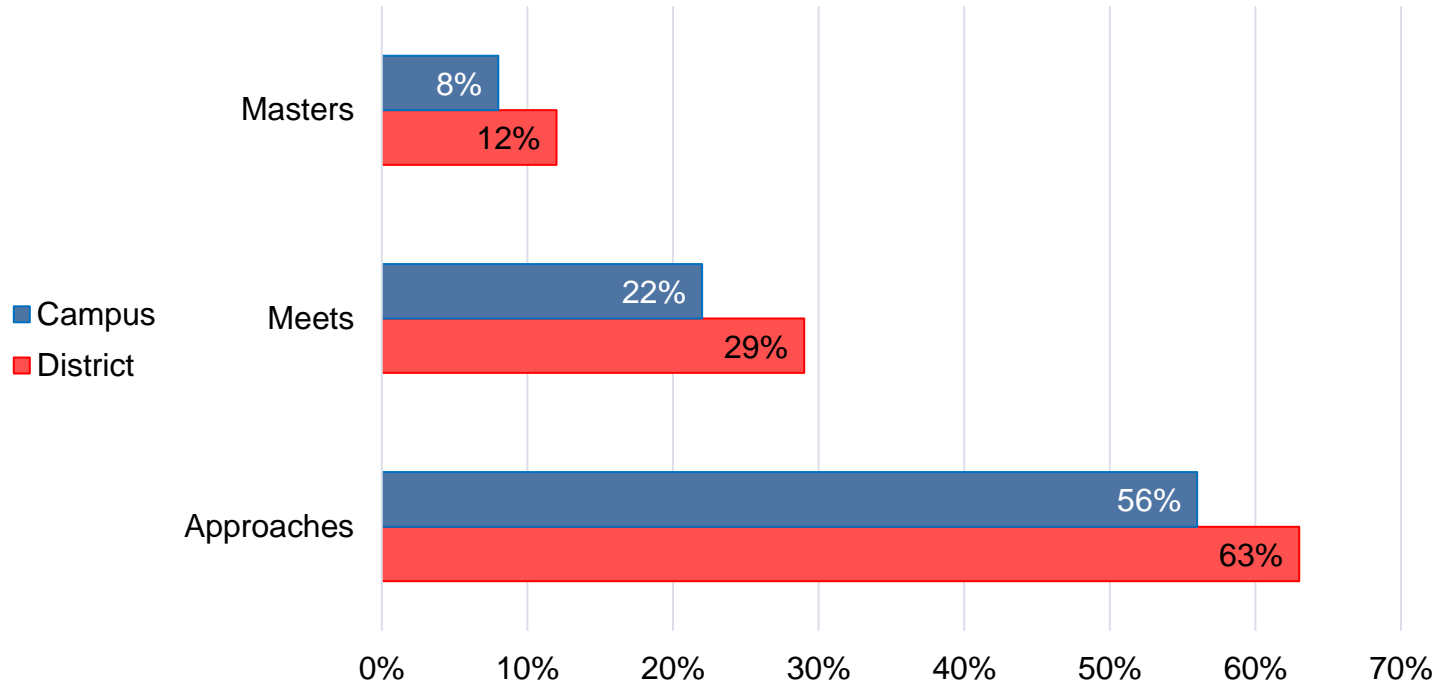


Fifth Grade 21

Fifth Grade 21-22 Math Fall Interim



21-22 Math Fall Interim



Fifth Grade 21-22

Math Interims Vs. STAAR



Fifth Grade 19-21

Cumulative Math Data



Fifth Grade 21-22 Science Spring Interim



21-22 Science Spring Interim

