

Ore City Independent School District
Ore City Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

We will create a safe environment to empower students to be successful lifelong learners by building positive relationships between school, home and the community.

Vision

"We Can" succeed...all staff...all students...all standards.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
Technology	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.	14
Goal 2: Ore City Elementary School will promote a positive and safe environment to enhance intellectual growth, personal development, and high standards of citizenship among students, staff, community, and visitors.	19
Goal 3: Ore City Elementary School teachers, staff, and students will utilize technology in a variety of ways to enhance learning, communication, and management.	24
Goal 4: Ore City Elementary School will work to retain state certified administrators, faculty, and staff members who reflect the values of the community, serve as positive role models, exhibit excellence and commitment to maintaining high expectations for student performance.	27
Targeted Support Strategies	29
Campus Leadership Team	30

Comprehensive Needs Assessment

Revised/Approved: August 30, 2022

Demographics

Demographics Summary

Ore City Elementary has seen minor fluctuations in enrollment over the last several years. The current enrollment is 440 students. Our current teacher to student ratio is as follows by class size:

Pre-Kindergarten: 1:13

Kindergarten: 1:13.25

1st Grade: 1:13.75

2nd Grade 1:20

3rd Grade 1:17.75

4th Grade 1:14.75

5th Grade 1:15

	16-17	17-18	18-19	19-20	20-21	21-22
Enrollment	442	466	462	463	440	
At-Risk	76%	75%	32%	36.7%	50%	%
ESL	10.1%	9.2%	8.9%	8.8%	11.4%	%
GT	3.8%	3.2%	2.6%	2.5%	1.6%	%
Dyslexia	5.0%	3.6%	5.2%	5.8%	3.2%	%
Special Ed	9.7%	9.2%	8.4%	11.2%	11.2%	%
ECD	80.5%	76%	76.6%	69.1%	71%	%

Demographics Strengths

We have an increased number of identified Gifted/Talented students who are now being served through an all-day pull-out program.

We have multiple bilingual aides and a certified ESL teacher on staff to help support our growing EB population both in the general education classroom and through a pull-out

program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decreased total enrollment has led to a reduction in staff through attrition. **Root Cause:** During the COVID pandemic, families began moving away from Ore City to find employment or to stay with family members in other districts.

Student Achievement

Student Achievement Summary

STAAR Scores

Grade	15-16	16-17	17-18	18-19	19-20	20-21	21-22
3rd Reading	64	88	81	76	COVID	71	74
4th Reading	72	62	61	77	COVID	59	75
5th Reading	66	72	81	80	COVID	66	68
3rd Math	65	54	79	89	COVID	40	54
4th Math	67	67	69	79	COVID	57	55
5th Math	63	82	89	86	COVID	78	64
4th Writing	61	47	47	63	COVID	59	N/A
5th Science	55	62	79	73	COVID	75	54

Student Achievement Strengths

Growth was shown in:

3rd Reading

4th Reading

5th Reading

3rd Math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Low number of students reaching "Meets" or "Masters" level on STAAR grades 3-5, all tested subjects. **Root Cause:** Few opportunities for students to fully engage in rigorous curriculum designed to enrich the learning experience.

Problem Statement 2: Not enough students showed at least a year's worth of growth in math. **Root Cause:** Lack of quality tier one instruction that meets the needs of varied learners/learning styles.

School Culture and Climate

School Culture and Climate Summary

2022 Staff Survey Results Showed:

- * Communication was mentioned as one of the greatest growth opportunities between campus admin and staff, and between campus and student families.
- * Discipline management was also mentioned as an area where teachers felt less supported than they would've liked.

School Culture and Climate Strengths

Our staff genuinely cares for the health and safety of each of their students and coworkers. In many cases, this extends beyond the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of our staff members are either highly qualified in their teaching field or are in the process of becoming highly qualified. Additionally, teachers who are new to the district are have recently changed teaching assignments are assigned a mentor teacher with whom they meet regularly.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCE Teachers plan and deliver instruction based on the curriculum provided by the district. TEKS Resource System, STEMScopes Science, MyView, and Studies Weekly were used for our curriculum to ensure that the TEKS were being covered to the rigor and depth necessary for student growth.

Curriculum, Instruction, and Assessment Strengths

DMAC is intended to be utilized for data disaggregation to shape our instructional and assessment practices.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of effective planning utilizing data. **Root Cause:** Beginning stages of implementation of MTSS and teacher lack of exposure/training in DMAC.

Parent and Community Engagement

Parent and Community Engagement Summary

OCE held meet the teacher night, 1-1 parent meetings at the beginning of school, and opened campus at the end of the year for grade level awards ceremonies and kindergarten graduation. The counselor implemented "Coffee with the Counselor" to help bring in parents and community resources to assist with parent education. Provided a monthly newsletter.

Parent and Community Engagement Strengths

Various forms of parent involvement at various times of day. Provided a monthly newsletter to parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Difficulty finding ways to involve parents in 21-22 education. **Root Cause:** Strict policy on campus visitors due to COVID concerns and lack of accessible technology in the community for virtual events.

Technology

Technology Summary

OCE is dedicated to increasing the amount of available technologies for student use. This includes Chromebooks, student computers, Chromebook Tablets, and Promethean Boards.

Technology Strengths

We are currently 1:1 in grades 1-5 and have multiple carts available for PK-K when appropriate. We have a longterm plan for cycling expired Chromebooks to ensure there are always enough for online testing.

Problem Statements Identifying Technology Needs

Problem Statement 1: Poor internet access in a few spots in the building. **Root Cause:** WIFI Router is not close enough for strong connection.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Goals

Revised/Approved: August 30, 2022

Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.





Performance Objective 1: OCE will reach 46% "Meets" and "Masters" on the '22-'23 end of year STAAR Math test.

High Priority

HB3 Goal

Evaluation Data Sources: 3rd-5th grade Math STAAR Results
 Common assessments
 Informal/formal assessments
 BOY/Interim assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will be using STEMScopes Math campus-wide for a more aligned curriculum.</p> <p>Strategy's Expected Result/Impact: Student growth in math should result and be evident throughout the year on STEMScopes assessments and other formal/informal assessment efforts.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Interventionist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide instructional staff opportunities to attend a variety of local, regional, and state conferences/workshops featuring best practices, including STEMScopes training.</p> <p>Strategy's Expected Result/Impact: Best practice in all grades/subjects is evidenced by weekly submission of quality lesson plans and small group plans to campus administrators.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor/Students Services Coordinator Math Interventionist Teachers District Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.

Performance Objective 2: To identify students with learning difficulties and provide assistance through the use of targeted instruction and/or special programs.

Evaluation Data Sources: MTSS Process
 K-1 dyslexia screener
 MClass
 SRSS
 Fountas and Pennell BAS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Disaggregate and analyze six week assessments, benchmarks, and progress monitor to identify specific target areas for grade levels and individual students</p> <p>Strategy's Expected Result/Impact: Increase in early identification and remediation of students with learning difficulties.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor/Student Services Coordinator Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize the MTSS process to create individualized plans for At-Risk students. Meet regularly to review, discuss student progress and plan intervention activities.</p> <p>Strategy's Expected Result/Impact: The number of students who successfully remediate and exit the MTSS process will increase.</p> <p>Staff Responsible for Monitoring: Principal Teachers MTSS Coordinator LLI Interventionist Math Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy 	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the reading and math intervention programs (e.g. Read Naturally, LLI, and locally designed, research based math intervention) to support all Tier 2 and Tier 3 students.</p> <p>Strategy's Expected Result/Impact: Increase in early identification and remediation of students with learning difficulties.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Math Interventionist LLI Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy 	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide differentiated instruction in order to meet the unique needs of students through the following special programs and opportunities: Special Education, Reading/Math Interventions, GT, ESL, Dyslexia.</p> <p>Strategy's Expected Result/Impact: Differentiated lesson plans will be submitted weekly that meet the needs of students below, on, and above grade level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers of Special Programs Classroom Teachers Intervention Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.

Performance Objective 3: Monitor and maintain written, taught, and assessed curriculum at all grade levels in all subject areas.

Evaluation Data Sources: Walk-through observations
 Planning meeting notes
 STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PK-5 teachers will participate in grade-level planning meetings with leadership team and interventionists to unpack standards and plan engaging lessons for students.</p> <p>Strategy's Expected Result/Impact: Alignment of lessons and objectives will be evidenced in lesson plans, walkthroughs, and observations.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math -</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ore City Elementary School will promote a positive and safe environment to enhance intellectual growth, personal development, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: To provide opportunities for student emotional and social growth through campus activities.

High Priority

Evaluation Data Sources: Participation in Red Ribbon Week
 Participation in Random Acts of Kindness Week
 Behavior Referrals
 Behavior Screener - Beginning, Middle, End





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue campus-wide character education programs (Character Strong) to increase student success and self-esteem including daily character lessons, access to group and individual short term counseling.</p> <p>Strategy's Expected Result/Impact: Behavior referrals will decrease.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor/Student Services Coordinator Teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ore City Elementary School will promote a positive and safe environment to enhance intellectual growth, personal development, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 2: To foster the development of relationships in a positive and supportive environment while promoting school spirit.

Evaluation Data Sources: Spirit Shirt Fridays
 Super Stars
 Woot Woot Cart
 Positive Office Referrals
 Parent Contact Logs
 Homecoming Week Activities
 Character Awards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a positive environment by recognizing students' achievements in campus-wide awards celebrations: Attendance, honor roll, citizenship (REBEL PRIDE), birthdays.</p> <p>Strategy's Expected Result/Impact: The number of students awarded will increase, positive impact to campus attendance percentage.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor/Student Services Coordinator Teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote school pride, unity and spirit by wearing school shirts, participating in school spirit events and activities.</p> <p>Strategy's Expected Result/Impact: The participation of students will increase.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote positive relationship between the school and community by making positive parent contacts.</p> <p>Strategy's Expected Result/Impact: Fewer negative parent interactions/calls.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: Ore City Elementary School will promote a positive and safe environment to enhance intellectual growth, personal development, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 3: To increase student daily average attendance to 95% (or above).

High Priority

Evaluation Data Sources: Skyward attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement: student/parent/principal/assistant principal conferencing for students with attendance issues.</p> <p>Strategy's Expected Result/Impact: Student attendance rate will increase</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement attendance incentive activities in each classroom, grade level and campus-wide.</p> <p>Strategy's Expected Result/Impact: Student attendance rate will increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Office Staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will file truancy for students who meet the requirements.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Office Staff</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will submit their attendance on time every day.</p> <p>Strategy's Expected Result/Impact: Student attendance accounting will be accurate and student attendance will increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Office Staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Ore City Elementary School teachers, staff, and students will utilize technology in a variety of ways to enhance learning, communication, and management.

Performance Objective 1: To utilize technology to improve communication.

Evaluation Data Sources: GroupMe
 Campus Facebook Page
 Google Classroom
 Smore
 Google Meet
 Zoom
 Clever





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to send campus newsletters to parents. Counselor Blog. Publish monthly calendar of events on website and Facebook. Publish lunch menu on website and Facebook. Skyward Parent Portal. Remind/Facebook/SeeSaw/Google Classroom. Coming Up Next... email for staff.</p> <p>Strategy's Expected Result/Impact: Reduction in parent calls to the office to inquire about activities planned.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Office Staff Conselor/Student Services Coordinator Teahcers</p> <p>Title I: 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue the "OCE Network" by sending e-mail/GroupMe to teachers for recognition, information for the upcoming week, calendar, and inspirational messages and by keeping the OCE "Hub" up to date.</p> <p>Strategy's Expected Result/Impact: Less teacher confusion over upcoming activities. Increase teacher awareness of coming events.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor/Student Services Coordinator</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
<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: Ore City Elementary School teachers, staff, and students will utilize technology in a variety of ways to enhance learning, communication, and management.

Performance Objective 2: To utilize technology to enhance instruction and provide an engaging learning experience.

Evaluation Data Sources: Walkthroughs and observations, lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the use of technology in conjunction with TEKS-RS, STEMScopes, Saxon, and MyView Literacy. Utilize Chrome books, Chrome book tablets, Progress Learning, Promethean Boards, IXL, Clever, Amplify Learning, Read Naturally</p> <p>Strategy's Expected Result/Impact: Increase the implementation of technology.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide training and support for teachers: Skyward, TEKS RS Curriculum, STEMScopes, Saxon, System44.</p> <p>Strategy's Expected Result/Impact: Teachers will be more prepared for high quality instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 4: Ore City Elementary School will work to retain state certified administrators, faculty, and staff members who reflect the values of the community, serve as positive role models, exhibit excellence and commitment to maintaining high expectations for student performance.

Performance Objective 1: To provide state certified personnel, training, and instruction for the purpose of improving student achievement.

High Priority

Evaluation Data Sources: T-TESS appraisals/Walkthroughs
 Professional Development - Region 7
 Teacher Incentive Allotment
 Mentor Program

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Interview and hire qualified teachers and paraprofessionals using the following district activities to obtain quality applications. Post job opportunities on school website, ESC7, and other websites.</p> <p>Strategy's Expected Result/Impact: Hire qualified staff members.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Central Office Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure first year teachers new to the profession/district/position are assigned a mentor teacher.</p> <p>Strategy's Expected Result/Impact: Retention of first year teachers.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Curriculum and Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide an opportunity for teachers to participate in the Teacher Incentive Allotment (pending TTU acceptance of district plan).</p> <p>Strategy's Expected Result/Impact: Retention of highly qualified staff for 5+ years.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Curriculum and Instruction.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative		
	Nov	Jan	Mar
<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>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide instructional staff opportunities to attend a variety of local, regional, and state conferences/workshops featuring best practices, including STEMScopes training.
1	2	2	Utilize the MTSS process to create individualized plans for At-Risk students. Meet regularly to review, discuss student progress and plan intervention activities.
1	2	3	Utilize the reading and math intervention programs (e.g. Read Naturally, LLI, and locally designed, research based math intervention) to support all Tier 2 and Tier 3 students.
1	2	4	Provide differentiated instruction in order to meet the unique needs of students through the following special programs and opportunities: Special Education, Reading/Math Interventions, GT, ESL, Dyslexia.

Campus Leadership Team

Committee Role	Name	Position
Administrator	Chad Miller	Principal
Administrator	Dale Ann Mizell	Assistant Principal
Non-classroom Professional	Kimberly Matte	Counselor/Student Services Coordinator
Paraprofessional	Melissa Strutton	Attendance Clerk/Principals' Secretary
Paraprofessional	Alisha Thomas	Campus Receptionist
Classroom Teacher	Lavenda Jones	Head Start Teacher
Classroom Teacher	Lauren Linson	First Grade Teacher
Classroom Teacher	Rachel Perez	Third Grade Teacher
Classroom Teacher	Kayla Jordan	Math Interventionist/PK-2 Testing Coordinator
Classroom Teacher	Elizabeth Davis	Special Education Teacher