Trinity Basin Preparatory

Ledbetter

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

We align our actions to the district mission, vision, and expectations. This school year we will focus on our instructional processes: unit/lesson planning, PLCs, data analysis, observation and feedback cycles.

Priority Problem Statements

Goals

Goal 1: Strengthening Classroom Management while Implementing and Enforcing a School Wide Discipline Plan

Performance Objective 1: Decrease overall discipline infractions and student referrals by 10%.

Revisions:
-Utilize the Ledbetter Leaders student behavior expectations matrix.
-Set PD/PLC dates for Ledbetter

> **Evaluation Data Sources:** Skyward Student Discipline Referrals
> Discipline Committee Meeting Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Emotional Literacy * Restorative Practices * Conscious Discipline	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Review and Train Teachers on School-Wide Rules Regularly Convene with Discipline Committee Implement Ledbetter Leader Strategies for Common Areas **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Committee Members, Team Leads **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: School-Wide Rules for Common Areas * Ledbetter Leader strategies * School-Wide Procedures	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Regularly Convene with Discipline Committee Implement Ledbetter Leader Strategies for Common Areas Support Positive Behaviors and Interactions with staff and students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Committee Members, Team Leads **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Discipline Committee ** Provides recommended strategies for behavior intervention * Committee members are assigned to mentor new staff members	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Regularly Convene with Discipline Committee Implement Ledbetter Leader Strategies for Common Areas Support Positive Behaviors and Interactions with staff and students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Committee Members, Team Leads				

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

Goal 1: Strengthening Classroom Management while Implementing and Enforcing a School Wide Discipline Plan

Performance Objective 2: Establish and implement an effective school-wide discipline plan.

Revisions:
-Utilize the Ledbetter Leaders student behavior expectations matrix.
-Draft Classroom Management Cheat Sheet
-Set dates in PD calendar and PLC cycle to keep topics at hand

Evaluation Data Sources: Discipline Committee Meeting Agendas
T-TESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Emotional Literacy	**Formative**			**Summative**
*Campus wide Discipline	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Review and Train Teachers on School-Wide Rules Regularly Convene with Discipline Committee Implement Ledbetter Leaders Strategies for Common Areas Support Positive Behaviors and Interactions with staff and students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Committee Members, and Team Leads **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Strengthening Classroom Management while Implementing and Enforcing a School Wide Discipline Plan

Performance Objective 3: Form a campus level Discipline Committee that will convene to review discipline data and determine appropriate interventions.

Revisions:
-Really define Common Area Expectations and Procedures utilizing the Ledbetter Leader Matrix.
-Track points for Golden Tickets.
-Set dates in PD calendar and PLC cycle.

Evaluation Data Sources: Skyward Student Discipline Reports
Discipline Committee Meeting Agendas
Campus Professional Development Calendar

Strategy 1 Details			Reviews		
Strategy 1: Discipline Committee		**Formative**			**Summative**
* Provides recommended strategies for behavior intervention * Committee members are assigned to assist first year teachers		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Regularly Convene with Discipline Committee Implement Ledbetter Leader Strategies for Common Areas Support Positive Behaviors and Interactions with staff and students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Committee Members, Team Leads					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 1: Strengthening Classroom Management while Implementing and Enforcing a School Wide Discipline Plan

Performance Objective 4: Enforce campus wide behavior expectations.

Revisions:
-Really define Common Area Expectations and Procedures
-Set dates in PD calendar and PLC cycle to keep topics at hand

Evaluation Data Sources: Skyward Discipline Reports
Student Code of Conduct
Discipline Matrix

Strategy 1 Details	Reviews			
Strategy 1: School-Wide Rules for Common Areas	**Formative**			**Summative**
* Ledbetter Leaders Matrix	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Review and Train Teachers on School-Wide Rules Regularly Convene with Discipline Committee Support Positive Behaviors and Interactions with staff and students Golden Ticket **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Committee Members, Team Leads **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

Goal 2: Strategic Approach to Effective Teaching and Learning

Performance Objective 1: Reinforce TNTP Coaching Strategies

-Match STAAR data goals with district expectations.

Evaluation Data Sources: Classroom Walk-Through Observation Tool
T-TESS Evaluations
Campus Professional Development Calendar
PLC Calendar

Strategy 1 Details		Reviews		
Strategy 1: High Quality Tier 1 Instructional Practices		**Formative**		**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction Provide training and set clear expectations for high quality instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Highly Functioning PLC Groups	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Data Driven Instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction -Provide training and set clear expectations for high quality instruction.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Implement Effective Observation and Feedback Cycle	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction Provide training and set clear expectations for high quality instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

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

Goal 2: Strategic Approach to Effective Teaching and Learning

Performance Objective 2: Establish strong Professional Learning Communities focused on quality instruction.

Revisions:
-Match STAAR Goals to district expectations.
**SPED focus- CAP or TPESS goal for 20-22

    Evaluation Data Sources: PLC Calendar
    Campus Professional Development Calendar
    Classroom Walk-Through Observation Tool
    T-TESS Evaluations

Strategy 1 Details		Reviews		
Strategy 1: High Quality Tier 1 Instructional Practices	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for:	**Nov**	**Jan**	**Mar**	**June**
-Guided Reading -Small Group Instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Highly Functioning PLC Groups	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for:	**Nov**	**Jan**	**Mar**	**June**
-Guided Reading -Small Group Instruction -Provide training and set clear expectations for high quality instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Data Driven Instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for:	**Nov**	**Jan**	**Mar**	**June**
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Strategy 4 Details	Reviews			
Strategy 4: Implement Effective Observation and Feedback Cycle	Formative			Summative
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction	**Nov**	**Jan**	**Mar**	**June**
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0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Strategic Approach to Effective Teaching and Learning

Performance Objective 3: Utilize assessment data to develop strategic intervention plans to ensure student mastery.

Evaluation Data Sources: Eduphoria Aware
Accelerated Instruction Block

Strategy 1 Details	Reviews			
Strategy 1: High Quality Tier 1 Instructional Practices	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Highly Functioning PLC Groups	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Data Driven Instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Implement Effective Observation and Feedback Cycle	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

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

Goal 2: Strategic Approach to Effective Teaching and Learning

Performance Objective 4: Develop and Implement a continuous Observation and Feedback cycle to improve teacher effectiveness.

    Evaluation Data Sources: Classroom Walk-Through Observation Tool
T-TESS Evaluations

Strategy 1 Details		Reviews			
Strategy 1: High Quality Tier 1 Instructional Practices		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Highly Functioning PLC Groups		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details			Reviews		
Strategy 3: Data Driven Instruction		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction	**Nov**	**Jan**	**Mar**	**June**	
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction					

Strategy 4 Details			Reviews		
Strategy 4: Implement Effective Observation and Feedback Cycle		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction	**Nov**	**Jan**	**Mar**	**June**	
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					

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

Goal 2: Strategic Approach to Effective Teaching and Learning

Performance Objective 5: The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase by 15%.
The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase by 15%.
The percent of PreK students that score on grade level or above in Reading Overall Measure on the CLI Engage will increase from baseline of 27% to 55% by June 2024.
The percent of PreK students that score on grade level or above in Math Overall Measure on the CIRCLE/CLI will increase from 69% to 80% by June 2024.

Evaluation Data Sources: STAAR Results
Test Results

Strategy 1 Details	Reviews			
Strategy 1: High Quality Tier 1 Instructional Practices	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for:	**Nov**	**Jan**	**Mar**	**June**
-Guided Reading -Small Group Instruction Provide training and set clear expectations for high quality instruction. -Teacher Presence (In-Person) Review data with purpose and intention after: -CBAs -Benchmarks Regularly observe classrooms and provide feedback that will impact instructional effectiveness				
Staff Responsible for Monitoring: Principal , Assistant Principal and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Highly Functioning PLC Groups	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction Provide training and set clear expectations for high quality instruction. -Teacher Presence (In-Person) Review data with purpose and intention after: -CBAs -Benchmarks Regularly observe classrooms and provide feedback that will impact instructional effectiveness				
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details				Reviews			

Strategy 3 Details	Reviews			
Strategy 3: Data Driven Instruction	Formative			Summative
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction Provide training and set clear expectations for high quality instruction. Review data with purpose and intention after: -CBAs -Benchmarks Regularly observe classrooms and provide feedback that will impact instructional effectiveness	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Implement Effective Observation and Feedback Cycle	Formative			Summative
Strategy's Expected Result/Impact: Provide and train teachers on instructional routines and expectations for: -Guided Reading -Small Group Instruction Provide training and set clear expectations for high quality instruction.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

Goal 3: Support and Implementation of District Initiative Literacy for Life 4.0

Performance Objective 1: 80% of Kinder through 3rd Grade students will read on grade-level by the EOY assessment.

Revisions:
-Add to PD calendar aligned to areas most deficient according to the data.
-Guided Reading focus for K-3. Push on phonics PK-2.
-Addition of Literacy Specialist
-Instructional Aid to support guided reading groups.

    Evaluation Data Sources: DRA Screeners (Beginning, Middle, and End of Year)
    PLC Calendar
    Campus Professional Development Calendar

Strategy 1 Details	Reviews			
Strategy 1: Small Group Instruction	**Formative**			**Summative**
* Effective Guided Reading Groups Kinder - 2nd and * Effective Literacy Small Group Instruction 3rd-7th	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Share components and train staff on
 	
Shared Reading
Guided Reading
Writing
    Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches
 	
    Title I:
2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Support and Implementation of District Initiative Literacy for Life 4.0

Performance Objective 2: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from baseline of 34% to 50% by June 2024.
6th Grade Reading will increase from 43% to 60% Approaches on the 2024 STAAR administration.

Revisions:
-Keep STAAR Goals for 3rd, and 6th. Match STAAR percentages with district expectations.
-Add to PD calendar aligned to areas most deficient according to the data.
-Guided Reading focus for K-3. Push on phonics PK-2.
-Addition of Literacy Specialist
-Instructional Aid to support guided reading groups.

Evaluation Data Sources: STAAR Results
Eduphoria Aware
Campus Professional Development Calendar
PLC Calendar

Strategy 1 Details	Reviews			
Strategy 1: Shared Reading	**Formative**			**Summative**
* Targeted and specific Read-Aloud strategies to impact student comprehension for Kinder-2nd and 3rd-7th	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Share components and train staff -Review -Intense Focus on: Shared Reading Guided Reading Writing **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Support and Implementation of District Initiative Literacy for Life 4.0

Performance Objective 3: 7th grade students will score 70% or higher on the 2024 STAAR Writing administration.

Revisions:
-Keep STAAR Goals for 3rd, and 6th. Match STAAR percentages with district expectations.
-Add to PD calendar aligned to areas most deficient according to the data.
-Guided Reading focus for K-3. Push on phonics PK-2.
-Addition of Literacy Specialist
-Instructional Aid to support guided reading groups.

    Evaluation Data Sources: STAAR Results
    Eduphoria Aware
    Campus Professional Development Calendar
    PLC Calendar

Strategy 1 Details	Reviews			
Strategy 1: Writing * Focused and Intentional Writing Block with emphasis on 4th and 7th	**Formative**			**Summative**
Strategy's Expected Result/Impact: Share components and train staff on	**Nov**	**Jan**	**Mar**	**June**

Shared Reading
Guided Reading
Writing
    Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: Support and Implementation of District Initiative Literacy for Life 4.0

Performance Objective 4: 4th. 5th, and 7th grade students will score 70% or higher on the 2024 STAAR Reading administration.

Revisions:
-Keep STAAR Goals for 3rd, and 6th. Match STAAR percentages with district expectations.
-Add to PD calendar aligned to areas most deficient according to the data.
-Guided Reading focus for K-3. Push on phonics PK-2.
-Addition of Literacy Specialist
-Instructional Aid to support guided reading groups.

Evaluation Data Sources: STAAR Results
Eduphoria Aware
Campus Professional Development Calendar
PLC Calendar

Strategy 1 Details	Reviews			
Strategy 1: Small Group Instruction * Effective Guided Reading Groups Kinder - 2nd and * Effective Literacy Small Group Instruction 3rd-7th - Targeted Accelerated Instruction Plan	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Share components and train staff on Shared Reading Guided Reading Writing **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				