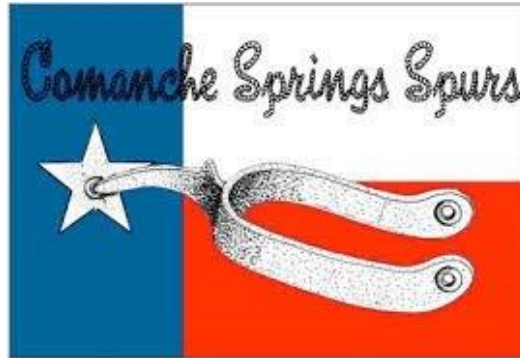


# Eagle Mountain-Saginaw Independent School District

## Comanche Springs Elementary

### 2022-2023 Campus Improvement Plan



# Mission Statement

We will prepare all students for a successful future by providing a challenging and rigorous curriculum that connects student's lives through relevant, real world experiences in a safe, supportive environment that focuses on building meaningful relationships.

## Vision

Learners today. Leaders tomorrow. Saddle up and follow your dreams!

## Motto

It's a Spur Thing!

## Core Beliefs

**We believe** in nurturing meaningful relationships through a positive school culture.

**We believe** in a growth mindset and inspiring a lifelong passion for learning.

**We believe** in empowering our Spur family through quality communication and a strong support system.

**We believe** in fostering the development and success of the whole child.

**We believe** in high expectations, consistency, and accountability for all.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Comanche Springs Elementary opened in August of 2007 with an enrollment of approximately 467 students in kindergarten through fifth grade. During the current school year, our enrollment is 550 students. We service students in the Bar C Ranch, Savannah Estates, and South Waters Bend. This campus is in its 14th year of operation.

In assessing our needs, we find our number one priority to be academic success for ALL students in the core subjects of reading, writing, math, and science. It is necessary for us to focus on the needs of students from a variety of cultural and economic backgrounds and to place a strong emphasis on the importance of regular and consistent attendance in school. We are working to improve our Tier 1 instructional strategies with the help of our literacy and math interventionists as well as through professional development and book studies. We are working on strengthening collaboration through our professional learning communities and becoming more effective in analyzing both formative and summative data so that we can better plan for instruction. We want to maximize use of our instructional time with our primary focus on student learning through the work of the student learning objectives. We are also evaluating our instructional strategies using the rigor and relevance framework and fundamental five to improve the rigor of our lessons.

Our demographic data for the 2022-2023 school year is as follows:

Hispanic 32%

African American 31%

White 25%

Asian 7%

2 or more races 4%

51% of Comanche's students are eligible for free or reduced lunches

51% are considered at-risk

Mobility rate is 18%

EL Learners are 24%

Special education students are 15%

The staff at Comanche Springs consists of approximately 63 members including:

- \*1 Principal
- \*1 Assistant Principal
- \*1 Counselor
- \*1 Librarian
- \*31 General Education Teachers
- \*4 Special Education Teachers
- \*1 Fine Arts Teacher (Music/Art)
- \*1 Physical Education Teacher
- \*1 Literacy Specialist
- \*1 Math Interventionist
- \*1 Registered Nurse
- \*2 Paraprofessionals (1 PE, 1 Computer)
- \*7 Paraprofessionals (2 Life Skills, 3 Structured, 2 Resource)
- \*3 Paraprofessionals (Office)
- \*1 Dyslexia Therapists
- \*1 Gifted and Talented Teacher
- \*1 Speech Therapist
- \*1 classroom teacher with principal's certification
- \*1 Diagnostician
- \*1 Paraprofessional SSA

**Demographics Strengths**

Comanche Springs continues to grow in numbers. This new influx of students brings a variety of cultures as we become more diversified. Comanche currently has 135 LEP students with 18 different languages. French is the most spoken language of our LEP population.

Comanche Springs LEP Population over the past 5 Years  
(the % is out of the LEP population, not out of the total population)

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	<b># of students (and %)</b>	<b># of students (and %)</b>	<b># of students (and %)</b>	<b># of students (and %)</b>	<b># of students (and %)</b>
Akan		1			1
Arabic	1	3	1	1	1
Aramic	1	1	1	1	1
Bengali			1	1	1
Chinese	3	2			
Cambodian	1	1	1	1	
Farsi			2	4	4
French	8 (13%)	26 (29%)	38 (38%)	48 (42%)	62 (46%)
Hmong		1			
Igbo		3	3	2	2
Kache	1	1			
Kinyarwanda	1		2	1	1
Korean	1	1	1		
Laotian	1	1	1	2	2
Liberian	1				
Lingala	2	1	2	1	1
Mandarin					2
Nepali	2	3	4	5	9
Pashto					3
Somali				2	1
Spanish	29 (46%)	30 (34%)	40 (40%)	41 (36%)	38 (28%)
Swahili	2	5	1	3	3
Tagalog	1	1			
Tamil					1
Thai		1			
Urdu	1	1	1		

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Vietnamese	6	5	2	2	2
<b>Total Languages</b>	17 different languages	19 different languages	16 different languages	15 different languages	18 different languages
<b>Total LEP Students</b>	63 LEP students	89 LEP students	101 LEP students	115 LEP students	135 LEP students

Our LEP population has more than doubled since 2019, with French now being our largest population.

Our PTA members continue to grow. Parents and community members serve on our campus planning committee. Comanche staff and administration share regularly through Twitter, Facebook, DoJo, Remind and weekly and monthly newsletters. Teachers and administration also communicate through emails and phone calls. Grade level performances, PTA meetings, curriculum and literacy nights, yearly PTA hosted carnival, Grandparent's Day and PTA movie nights encourage parent participation.

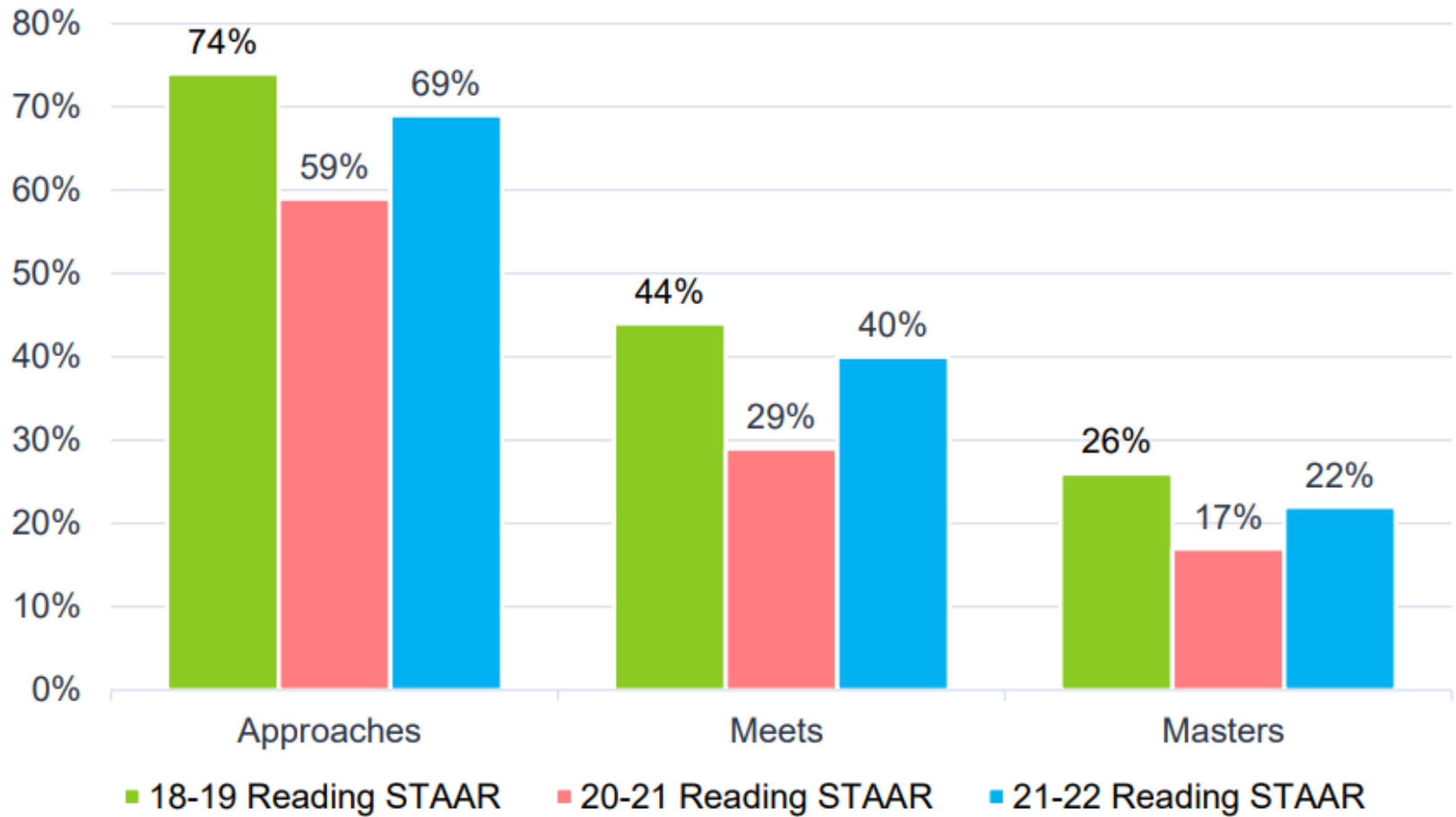
#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our LEP population continues to increase from 115 to 134 students. Continue a strong community collaboration with the use of our parent liaison. Also, continue to work closely with Terri Watson in order to instructionally meet the needs of our LEP students. **Root Cause:** Cultural and language barriers with our French speaking families.

# Student Achievement

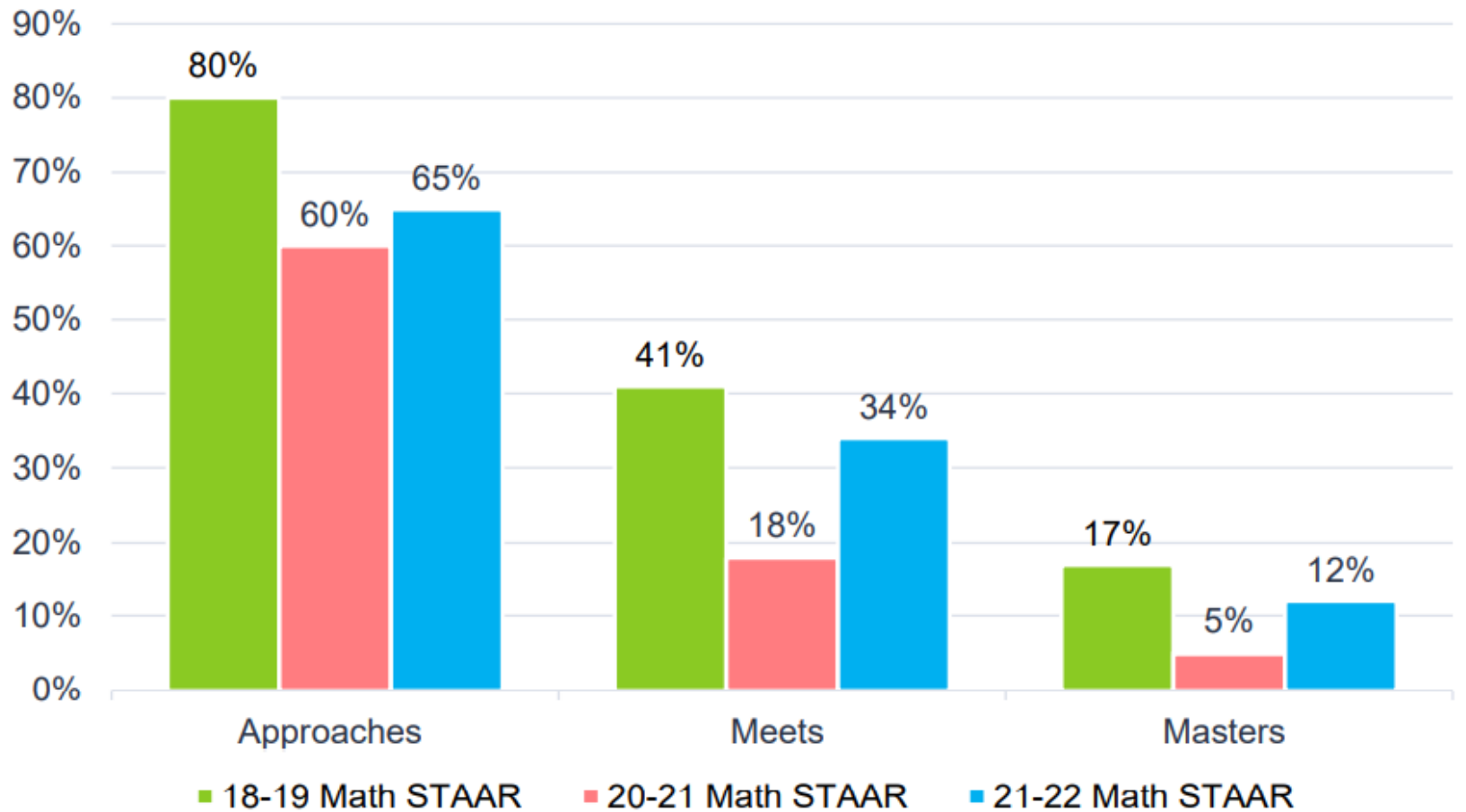
## Student Achievement Summary

# THIRD GRADE 19-21 READING STAAR DATA



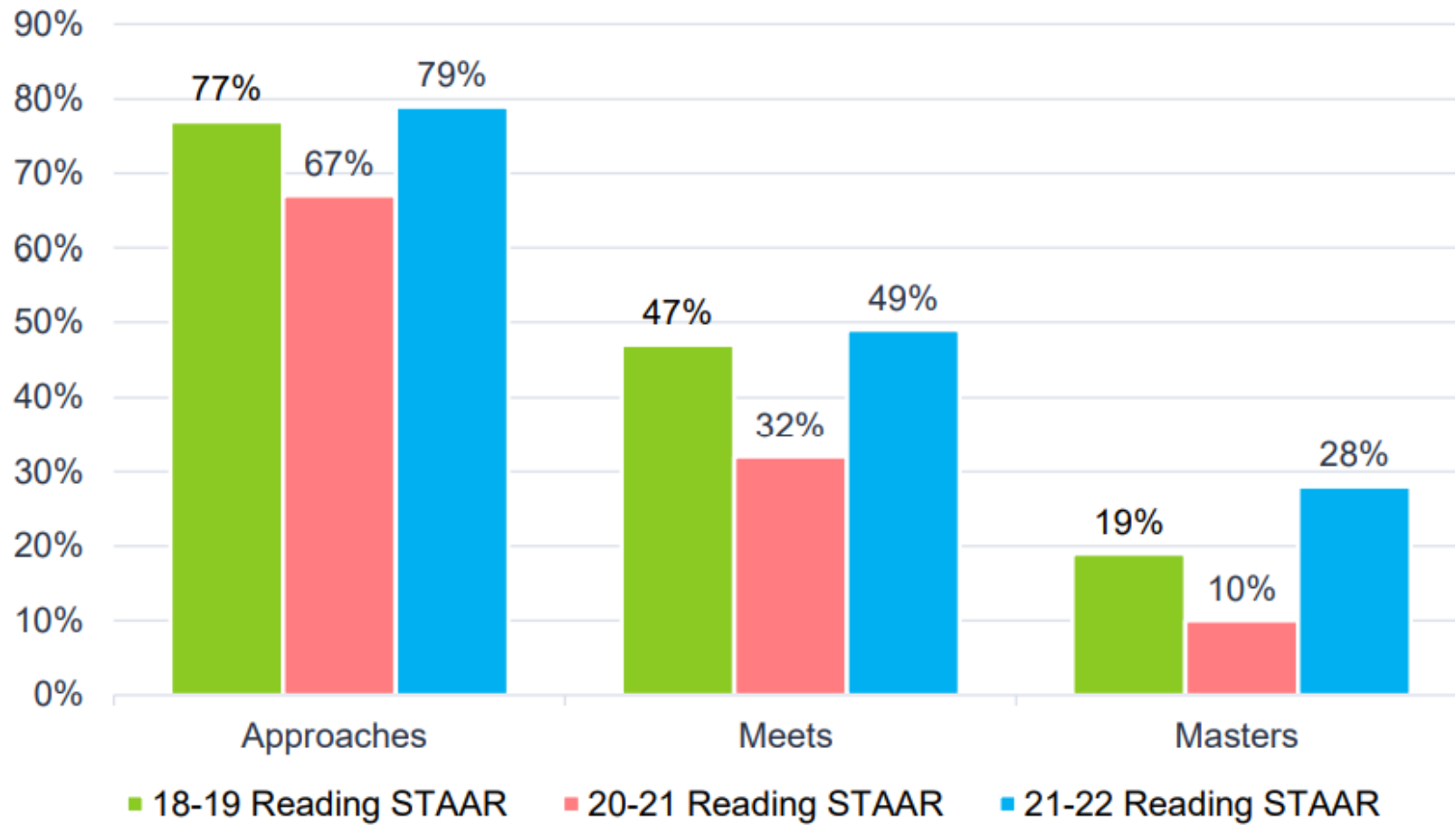


# THIRD GRADE 19-21 MATH STAAR DATA

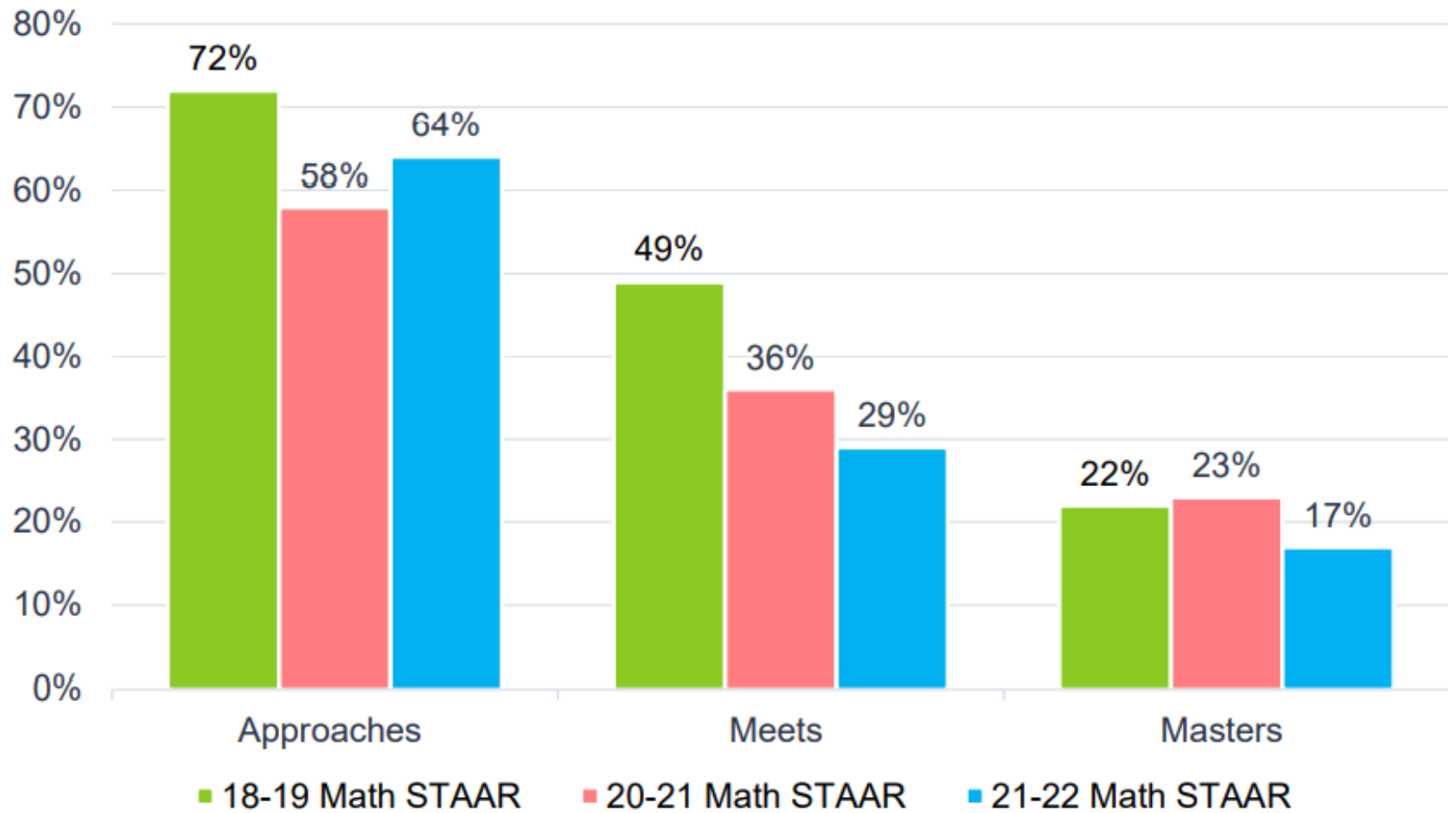




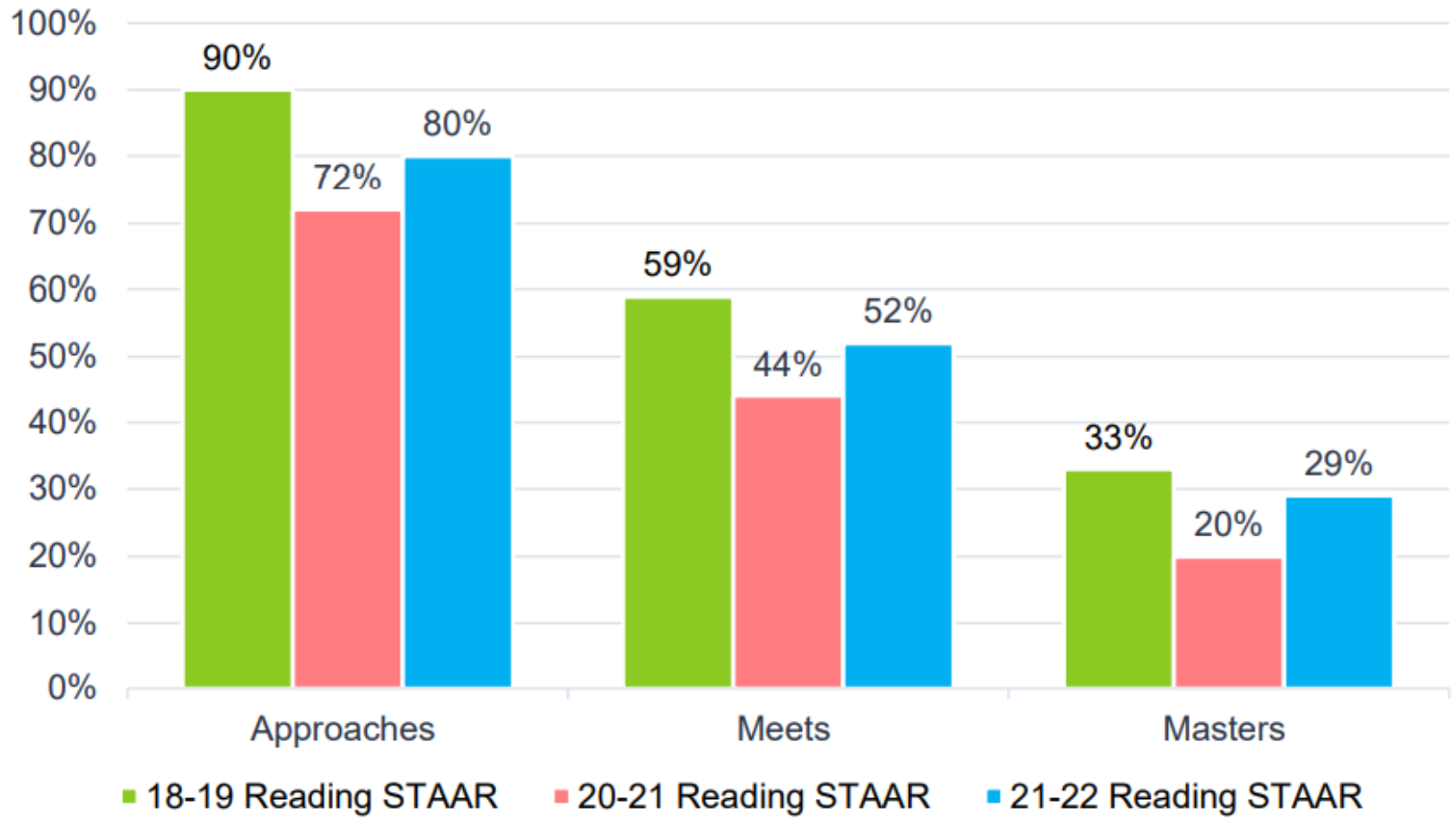
# FOURTH GRADE 19-21 READING STAAR DATA



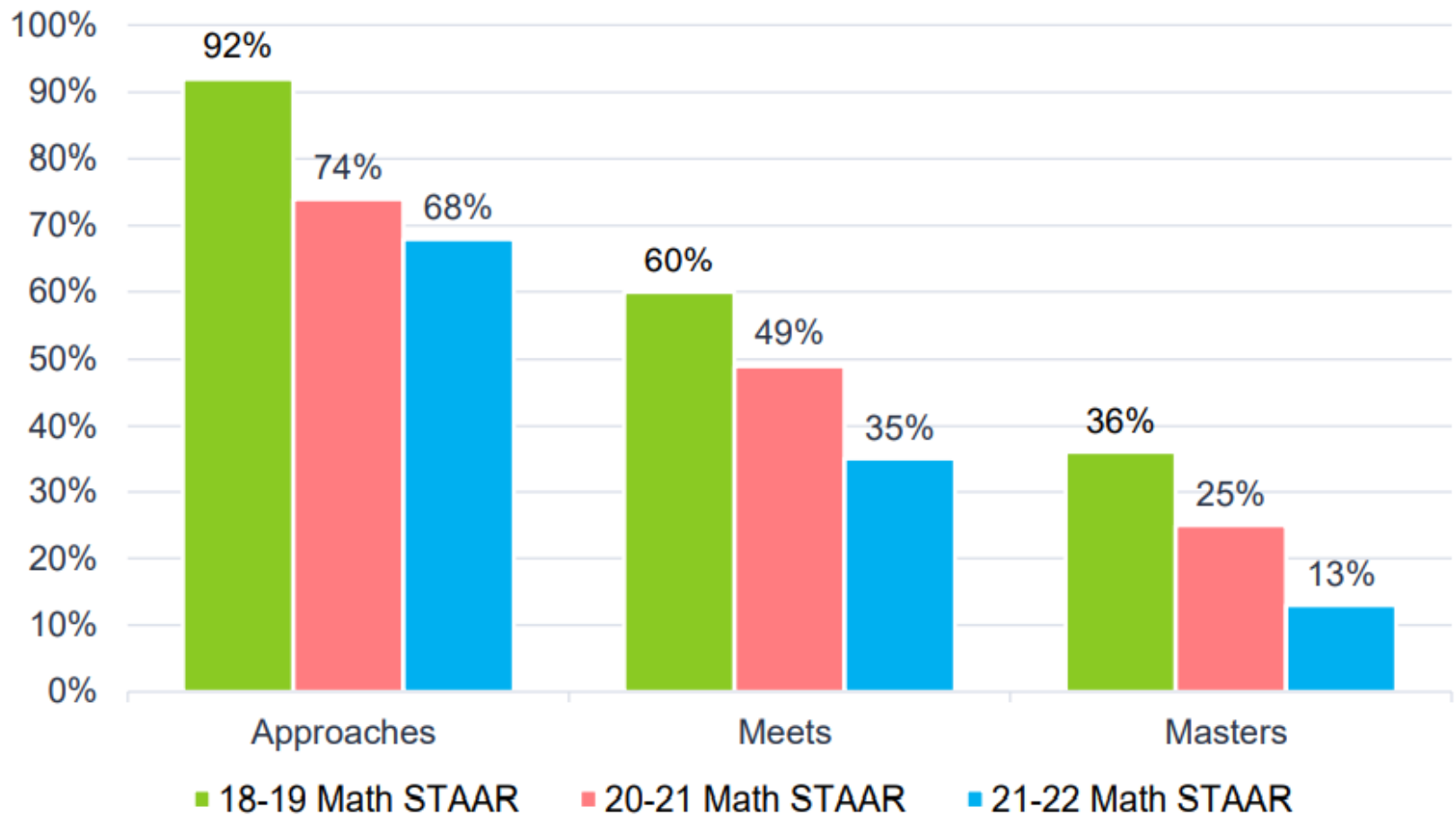
# FOURTH GRADE 19-21 MATH STAAR DATA



# FIFTH GRADE 19-21 READING STAAR DATA



# FIFTH GRADE 19-21 MATH STAAR DATA



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### **Student Achievement Strengths**

First grade EOY Math ISIP scores increased in Tier 1.

Second grade BAS increased in above level from 10% to 27%.

Third STAAR reading meets 40% and masters 22%.

Fourth STAAR reading meets 49% and masters 28%, fourth STAAR math meets 29% and masters 17%.

Fifth STAAR reading meets 52% and masters 29%, fifth STAAR math meets 35% and masters 13%.

Fall Interim to Spring Interim to STAAR 2021-2022 = student growth

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Increase student growth for our EL, ED and SPED students. **Root Cause:** TIER I instructional strategies, differentiation, and scaffolding.

**Problem Statement 2 (Prioritized):** Increase BAS scores in K-1. **Root Cause:** Training Tier 2 interventions, small group instruction.

**Problem Statement 3 (Prioritized):** Increase in reading and math STAAR scores at 3rd grade. **Root Cause:** Intervention strategies, increased rigor.

**Problem Statement 4 (Prioritized):** Increase the number of students at meets and masters on STAAR assessment. **Root Cause:** Goal setting for students and staff.

**Problem Statement 5 (Prioritized):** Increase STAAR progress at 4th grade in reading and math. **Root Cause:** Utilizing small group instruction, goal setting, increased rigor.

# School Culture and Climate

## School Culture and Climate Summary

We have a collaborative school culture

Teachers are utilizing personal, professional and student goals to improve student achievement and instructional practices

We are using the Fundamental Five, Hattie strategies and the rigor and relevance framework to increase the rigor of our lessons

We are learners ourselves and use a variety of professional development including online training, guest speakers, and book studies to improve our teaching practices so that we have a better understanding of the whole child

We work on building strong relationships with our students

We are communicating with our parents using the following: weekly Principal's Newsletter, monthly school newsletter, weekly grade level newsletters, Facebook, Remind, Twitter, Class DOJO, campus website, Counselor Newsletter, Librarian Newsletter, Microsoft TEAMS

We are building community relations through Career Day

InSPURations Assembly every nine weeks

Student and Teacher of the Month

Blue Zone-Promote healthy choices

Family Literacy Night

PALS-Peer Assistance and Leadership SHS Oct 2022-May 2023

Goodies With Grandparents-Breakfast

K-5 monthly programs - Fine Arts

Morning Greeting of parents and students - teachers in hallways, administration and office staff greeting

Monthly faculty meetings

Bi-weekly PLC meetings

Monthly vertical team meetings

CHAMPS, Positive Action and Great Expectations, STOIC



New teacher meet and greet-teachers hired after BOY the parents were invited for Donuts

Meet the Teacher

Open House

Early Stage Interventions-Behavior MTSS

### **School Culture and Climate Strengths**

Grade level musical programs presented by students in grades K-5

100% Teacher participation in PTA

Participation in activities held in conjunction with the PTA

Professional development in Professional Learning Communities, Student Behavior, Technology Integration, and EL Strategies

Building strong character through the use of Positive Action, Great Expectations, PBIS, CHAMPS, STOIC and students are recognized during InSPURations assembly for meeting/exceeding expectations

Safety drills through the year

Attendance incentives

Student goal setting

Link Grades K-4

Spur Ambassadors

Collective Commitments

Common Vision

UIL Participation

SPUR Dogs

Neighborhood Walk

Spur Family Roundup

Community outreach-Saginaw Senior Center, Ronald McDonald House of Ft. Worth, Community Link, Local animal shelters, Project Success, Safe Haven and Kenneth Copeland Ministries

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Increase in student attendance from 93.24% to 96%. **Root Cause:** Increase in incentives/recognition, encouraging parents to wait on school year vacations.

**Problem Statement 2:** On the parent survey continue to increase parent trust and communication. **Root Cause:** Consistent use of social media and newsletters, ensure PTA presence frequently on campus, increased parent participation on campus through PTA, SPUR Dogs, Spur Family Roundup, Neighborhood Walk and school programs.

**Problem Statement 3 (Prioritized):** Increase campus moral/recognition through the use kudos board, affirmations, notes, and team building. **Root Cause:** Follow through and consistency of affirmations, recognition and consistent team building

**Problem Statement 4 (Prioritized):** Increase constructive feedback to staff in order to improve performance. **Root Cause:** Administrators will focus on adequately conferencing with teachers concerning their performance, strengths and needs. Administrators will maintain consistency and frequency of classroom walks and providing immediate/constructive feedback every time.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All teaching and paraprofessional staff are highly qualified

## Staff Quality, Recruitment, and Retention Strengths

Our staff participates in many aspects of professional development

Our staff collaborates through their PLCs, vertical planning and team meetings

Our staff participates in interview committees and collaborates on candidate recommendations

1 Teacher with Masters in Educational Leadership and principal's certification

1 Teacher working on doctorate in Educational Leadership

1 Teacher currently in AAI

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Maintaining strong staff quality while keeping up with the change in student demographics and learning gaps from Covid-19. **Root Cause:** Student demographic changes since the campus split attendance with Copper Creek, increasing enrollment numbers, gaps in learning, and our ability to hire based on projected attendance numbers.

**Problem Statement 2 (Prioritized):** Providing PD for new staff members in the areas of PLC, Rigor and Relevance, Fundamental Five, EL strategies, Hattie, Microsoft Teams and technology. **Root Cause:** Staff hired after the first of the year, strengthen through intentionality, good mentors, administrative visits and collaborations with new teachers.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teachers are using the appropriate district scope and sequence for instructional planning

Teachers will be using iStation for math K-5 and reading grades 2-5, Benchmark Assessment System-BAS, mCLASS and Amplify for grades K-1

The progress of students is frequently monitored through the SLO process

Teachers are using common formative assessments to provide data which can be used for instructional planning

Students are charting their own data and setting goals for improvement

Fragile (at risk) students will receive Tier 3 instruction from the math interventionist and the reading specialist

Teachers are administering the appropriate district assessments and common assessments

Teachers are incorporating Reader/Writer Workshop on a daily basis

K-1 teachers will be using Heggerty Phonics Kits

3-5 teachers will use Think UP, STAAR Master, Countown to STAAR, TEKSivity, and Kamico in math, reading, writing and science

Guided Math Workstations for K-2

Carlynn Briley will push into K-5 classrooms and attend PLCs for ELAR

Kisha Hill will push into K-5 classrooms and support data-driven planning

Sydney Morrison working with SI and SL teachers

Sasha Beavers and Alison Adams meets monthly with teachers to address any technology concerns and teaches new strategies/programs

K-5 use of Lucy Calkins for writing

K-5 use ST Math

Next Steps Forward in Guiding Reading for grades K-3

Terri Watson will be attending PLCs to discuss EL students and instructional strategies

K-3 teachers attend the TEA Reading Academy

### **Curriculum, Instruction, and Assessment Strengths**

Grade level teachers have a common planning time and meet weekly for lesson planning and also for creating assessments and analyzing data within their PLC

Teachers are continuing the use of the Rigor and Relevance framework

Student goal setting and data binders

All teachers use PDSA in their classrooms

Teachers provide AI tutoring during WIN time daily

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Use of district Tier 2 intervention resources for math and reading by teachers. **Root Cause:** District provided training of Bridges and Footprints.

**Problem Statement 2 (Prioritized):** Increased focus on Hattie instructional strategies with .40 or higher effect size. **Root Cause:** Ensuring that there is follow through and collaboration with teachers about the strategies that are used.

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

We plan student programs, hold parent conferences, and parent curriculum meetings to increase parental understanding and involvement

We publicize our events through grade level newsletters, on our school website, and through social media

Facebook, Twitter, and Class DOJO, Remind are used to share with parents so they can see what is happening during the school day

Opportunities for parental involvement are provided through PTA and volunteer opportunities

Career Day and other special events provide opportunities for community involvement

Community Link food drive

Blue Zone

SPUR Dogs

Family Roundup

Neighborhood Walks

InSPURations monthly assemblies

## **Parent and Community Engagement Strengths**

Increasing PTA membership

Neighborhood Walks-BOY and Bike/Walk to School Day

BMX Bike Program- Drug Free Week

Debully My School for Grades 4 and 5

Winter, Valentines and End of Year class parties

PTA sponsored events throughout the school year-Trunk or Treat, Cookies with Clauses

Netsmartz

P.S. It's My Body

Community Link Food Drive

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Improve communication and collaboration with the community. **Root Cause:** Increase visibility in the community, provide opportunities for parents to visit the campus, continue social media outreach.

## School Context and Organization

### School Context and Organization Summary

Teachers have written grade level SMART goals for the year and they implement PDSA in their classrooms

Students utilize goal setting and data binders

Teachers are using the elements of the Fundamental Five which include strong learning targets, working in the power zone, purposeful talk and critical writing

We will evaluate progress toward meeting our goals set forth in our campus plan throughout the school year

Teachers are working in PLCs to analyze student data, plan for instruction, and reflect upon their own instruction

Teachers will participate book studies throughout the year

Teachers intentionally plan and implement technology to enhance their lessons

### School Context and Organization Strengths

PLCs are meeting on a bi-weekly basis

Teachers are creating common formative assessments and evaluating the data to further guide their instruction

Teachers use the district curriculum guides to plan for instruction

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Continue to increase the use of student data binders and student goal setting. **Root Cause:** Student data binders need to be monitored. Teachers and students need feedback concerning the binders and goals.

**Problem Statement 2 (Prioritized):** Conduct walk-throughs with specific checklist look for's concerning instructional strategies, CHAMPS and rigor. **Root Cause:** Teachers need specific feedback on walk-throughs with specific references to instructional strategies that have been introduced or discussed.

**Problem Statement 3:** Use of Impact Cycle Coaching on campus by administration, Kisha Hill and Destiny Womack. **Root Cause:** Intentional planning from administration in order to allot time in the schedule for coaching.



# Technology

## Technology Summary

K-2 most students have iPads

3-5 all students have laptops

Each teacher has a laptop

We have one computer lab

Students go to the computer lab once a week for technology skills

Every classroom has a Promethean board

Staff participate in technology training offered on campus

We are using Canvas, TEAMS, Class Dojo, One Note, Remind, and social media

Students utilize 3D printers and participate in Maker Space

## Technology Strengths

Teachers are analyzing technology tools and thinking about how technology can enhance their lessons

Teachers are using social media to communicate with parents

Teachers have access to a CTI

Teachers use apps to enhance instruction and communicate with parents

We are a BYOD campus

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Increase the size of our Maker Space. **Root Cause:** Purchase Maker Space items and more 3D printers.

**Problem Statement 2:** Ensuring that teachers hired after the first of the year also receive their needed classroom technology (computer cart and devices) in a timely manner. **Root**

**Cause:** Availability of devices after the school year begins.

# Priority Problem Statements

**Problem Statement 1:** Our LEP population continues to increase from 115 to 134 students. Continue a strong community collaboration with the use of our parent liaison. Also, continue to work closely with Terri Watson in order to instructionally meet the needs of our LEP students.

**Root Cause 1:** Cultural and language barriers with our French speaking families.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Increase student growth for our EL, ED and SPED students.

**Root Cause 2:** TIER I instructional strategies, differentiation, and scaffolding.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 7:** Increase in student attendance from 93.24% to 96%.

**Root Cause 7:** Increase in incentives/recognition, encouraging parents to wait on school year vacations.

**Problem Statement 7 Areas:** School Culture and Climate

**Problem Statement 10:** Maintaining strong staff quality while keeping up with the change in student demographics and learning gaps from Covid-19.

**Root Cause 10:** Student demographic changes since the campus split attendance with Copper Creek, increasing enrollment numbers, gaps in learning, and our ability to hire based on projected attendance numbers.

**Problem Statement 10 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 12:** Use of district Tier 2 intervention resources for math and reading by teachers.

**Root Cause 12:** District provided training of Bridges and Footprints.

**Problem Statement 12 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 14:** Improve communication and collaboration with the community.

**Root Cause 14:** Increase visibility in the community, provide opportunities for parents to visit the campus, continue social media outreach.

**Problem Statement 14 Areas:** Parent and Community Engagement

**Problem Statement 15:** Continue to increase the use of student data binders and student goal setting.

**Root Cause 15:** Student data binders need to be monitored. Teachers and students need feedback concerning the binders and goals.

**Problem Statement 15 Areas:** School Context and Organization

**Problem Statement 17:** Increase the size of our Maker Space.

**Root Cause 17:** Purchase Maker Space items and more 3D printers.

**Problem Statement 17 Areas:** Technology

**Problem Statement 3:** Increase BAS scores in K-1.

**Root Cause 3:** Training Tier 2 interventions, small group instruction.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 11:** Providing PD for new staff members in the areas of PLC, Rigor and Relevance, Fundamental Five, EL strategies, Hattie, Microsoft Teams and technology.

**Root Cause 11:** Staff hired after the first of the year, strengthen through intentionality, good mentors, administrative visits and collaborations with new teachers.

**Problem Statement 11 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 13:** Increased focus on Hattie instructional strategies with .40 or higher effect size.

**Root Cause 13:** Ensuring that there is follow through and collaboration with teachers about the strategies that are used.

**Problem Statement 13 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 16:** Conduct walk-throughs with specific checklist look for's concerning instructional strategies, CHAMPS and rigor.

**Root Cause 16:** Teachers need specific feedback on walk-throughs with specific references to instructional strategies that have been introduced or discussed.

**Problem Statement 16 Areas:** School Context and Organization

**Problem Statement 4:** Increase in reading and math STAAR scores at 3rd grade.

**Root Cause 4:** Intervention strategies, increased rigor.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 8:** Increase campus moral/recognition through the use kudos board, affirmations, notes, and team building.

**Root Cause 8:** Follow through and consistency of affirmations, recognition and consistent team building

**Problem Statement 8 Areas:** School Culture and Climate

**Problem Statement 5:** Increase the number of students at meets and masters on STAAR assessment.

**Root Cause 5:** Goal setting for students and staff.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 9:** Increase constructive feedback to staff in order to improve performance.

**Root Cause 9:** Administrators will focus on adequately conferencing with teachers concerning their performance, strengths and needs. Administrators will maintain consistency and frequency of classroom walks and providing immediate/constructive feedback every time.

**Problem Statement 9 Areas:** School Culture and Climate

**Problem Statement 6:** Increase STAAR progress at 4th grade in reading and math.

**Root Cause 6:** Utilizing small group instruction, goal setting, increased rigor.

**Problem Statement 6 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

## **Employee Data**

- Professional learning communities (PLC) data

## **Parent/Community Data**

- Parent engagement rate

## **Support Systems and Other Data**





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

# Goals

**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.

**Performance Objective 1:** Comanche Springs will move from a C 21-22 letter rating in Domain 1 to a B 22-23 goal letter rating in Domain 1 by the end of the 22-23 academic year.





**Evaluation Data Sources:** End of Year TEA Accountability Rating Summary

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Disaggregate data from our Benchmarks and Interim Assessments during PLC in order to ensure students are growing toward our district performance target scores in the area of reading at 85% and math 85%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students continue to show growth from approaches to mets in the areas of reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, math interventionist, reading specialist, administration.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each grade level will be provided direct coaching and modeling from the district elementary coaches along with support from interventionists, special programs, MTSS/Dyslexia, counseling, and ESL to provide support in PLC to determine best instructional strategies for students with special needs and classroom supports which will show student growth by the teacher's efficacy of student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen best instructional practices for teachers, differentiation for all students</p> <p><b>Staff Responsible for Monitoring:</b> district elementary coaches, reading specialist, math interventionist, administration, classroom teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide 30 hours of tutoring during WIN time for students that failed any content area of STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Reading Specialist, Math Interventionist, Classroom Teachers, Spring STAAR tutor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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.

**Performance Objective 2:** All staff members will participate in PLC's and vertical alignment at the appropriate grade or subject level to collaborate and impact student achievement.

**Evaluation Data Sources:** PLC agendas and minutes, PLC data digs





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During PLC, data will be used to analyze bi-weekly formative assessments and student data.  <b>Strategy's Expected Result/Impact:</b> PLC's will have a greater focus on data and the use of common assessments.  <b>Staff Responsible for Monitoring:</b> Administrators, teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PLC data will include the analysis of classroom formative assessments, district common assessments, benchmarks, iStation, BAS, mCLASS, and letter ID/sound screenings.  <b>Strategy's Expected Result/Impact:</b> Improved instruction, intentional planning, deeper knowledge of students, and increased student achievement.  <b>Staff Responsible for Monitoring:</b> Administrators, Literacy Specialist, Compensatory Math, counselor and teachers.</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to provide teachers with PLC professional development ensuring that 100% of teachers are trained in PLC.  <b>Strategy's Expected Result/Impact:</b> Increased educator understanding of the PLC process.  <b>Staff Responsible for Monitoring:</b> Administration</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Vertical planning in order to analyze grade level TEKS so that the campus ensures alignment.  <b>Strategy's Expected Result/Impact:</b> Close instructional gaps and increase student growth.  <b>Staff Responsible for Monitoring:</b> Teachers, administrators, reading specialist and math interventionist</p>	Formative		
	Dec	Mar	June
<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: 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.

**Performance Objective 3:** Strengthen a continuum of supports in order successfully address our at-risk populations leading to improved student achievement.

**Evaluation Data Sources:** CARE team meetings, classroom formative assessments, district common assessments, BAS and letter ID/sound screenings, mCLASS, interims.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct CARE team meetings for students that are struggling. <b>Strategy's Expected Result/Impact:</b> Student improvement and growth <b>Staff Responsible for Monitoring:</b> Administration, teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Professional development with Terri Watson sharing sheltered instruction strategies. <b>Strategy's Expected Result/Impact:</b> Improved student growth in our ELL learners. <b>Staff Responsible for Monitoring:</b> Administration, teachers, and counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Carlynn Briley and Kisha Hill will push-in, model and provide data-driven planning with K-5 teachers in the areas of reading and math. <b>Strategy's Expected Result/Impact:</b> Increased literacy in grades K-5 <b>Staff Responsible for Monitoring:</b> Administration, classroom teachers, Carlynn Briley, Kisha Hill, reading specialist, math interventionist	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> K-5 teachers will utilize Literacy Footprints and Bridges as a continuum of support for our at risk students. <b>Strategy's Expected Result/Impact:</b> Increased literacy and math growth in grades K-5 <b>Staff Responsible for Monitoring:</b> Administration, teachers, literacy specialist and math interventionist	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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.

**Performance Objective 4:** Increase the number of Hispanic and White students achieving academic growth in mathematics from 65% to 75%.

**Evaluation Data Sources:** End of Year STAAR Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use information from reading and math universal screeners to create intervention groups and small groups for guided reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention logs and RtI information</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, math interventionist and reading specialist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use pre-assessment, formative and summative assessments, interims, and data from AWARE to plan for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, student work, PLC data protocols, intervention logs, classroom visits.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and grade level PLCs</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use math interventionist and literacy specialist to serve identified Tier 3 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention logs</p> <p><b>Staff Responsible for Monitoring:</b> Math interventionist and literacy specialist, dyslexia teacher</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will utilize Math ISIP data in order to assess math levels and provide interventions as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved ISIP scores for all students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, math interventionist, teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Focus on sub pop student growth in PLCs, vertical and team planning and provide intervention as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of White and Hispanic students that meet standard on the STAAR assessment</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, math interventionist, reading specialist, administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Each 4th grade math teacher will implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and will analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve 4th Grade MATH STAAR scores as a part of the District Math Goal.</p> <p><b>Staff Responsible for Monitoring:</b> 4th Math teachers, Kisha Hill, Math Interventionist, Administration</p>	Formative		
	Dec	Mar	June
<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: 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.

**Performance Objective 5:** Increase the number of students who meet or exceed the expected EOY BAS levels to 70% for all students in grades K-2.

**Evaluation Data Sources:** BOY, MOY and EOY BAS levels for K-2.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use of Fountas and Pinnell leveled readers for guided reading. <b>Strategy's Expected Result/Impact:</b> End of year BAS levels. <b>Staff Responsible for Monitoring:</b> Classroom teachers and students	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of literacy specialist to serve identified Tier 3 students. <b>Strategy's Expected Result/Impact:</b> Intervention logs. <b>Staff Responsible for Monitoring:</b> Literacy interventionist	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All grade levels have a staggered WIN time so that students are able to receive Tier 2/3 interventions and WIN time. <b>Strategy's Expected Result/Impact:</b> Increased reading fluency and comprehension for our Tier 2/3 students. <b>Staff Responsible for Monitoring:</b> Teachers, administrators, and reading specialist	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Carlynn Briley will push-in and model ELAR lessons/planning for K-5. K-3 teachers are attending the Reading Academy. <b>Strategy's Expected Result/Impact:</b> Increase in literacy for students in grades K-2 <b>Staff Responsible for Monitoring:</b> Administration, Reading Specialist, Carlynn Briley, and Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Ensure that K-2 teachers are meeting regularly with their guided reading groups. <b>Strategy's Expected Result/Impact:</b> Increase in literacy scores for students in grades K-2 <b>Staff Responsible for Monitoring:</b> Administration, Reading Specialist, Carlynn Briley, Patrice Moon and Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers and interventionists utilize BAS in order to assess reading levels and drive instruction. <b>Strategy's Expected Result/Impact:</b> Intervention logs and RtI information <b>Staff Responsible for Monitoring:</b> Classroom teachers, math and reading specialist	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> K-2 teachers will utilize amplify and mCLASS data in order to increase reading performance. <b>Strategy's Expected Result/Impact:</b> Increased reading performance for all students <b>Staff Responsible for Monitoring:</b> Administrators, reading specialist, teachers	Formative		
	Dec	Mar	June
<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: 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.

**Performance Objective 6:** Increase the TELPAS progress rate from 34% to 40%.

**Evaluation Data Sources:** End of year TELPAS results.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use the ELPS listed in the curriculum guides to improve vocabulary and comprehension of EL students. <b>Strategy's Expected Result/Impact:</b> Lesson plans. <b>Staff Responsible for Monitoring:</b> Classroom teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will use the Sheltered Instruction strategies to improve vocabulary and comprehension of EL students. <b>Strategy's Expected Result/Impact:</b> Lesson plans and classroom visits. <b>Staff Responsible for Monitoring:</b> Classroom teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Terri Watson supporting PLC's and providing instructional strategies for our EL learners. <b>Strategy's Expected Result/Impact:</b> Increase in student growth for our EL learners <b>Staff Responsible for Monitoring:</b> Administration, Terri Watson, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase use of the parent liason on campus in order to provide clarification, education and information for our French speaking families. <b>Strategy's Expected Result/Impact:</b> French speaking parents will gain a sense of community and inclusion. <b>Staff Responsible for Monitoring:</b> Mariette Nyembo-parent liaison, administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will partner with parents to identify cultural needs to support student success. <b>Strategy's Expected Result/Impact:</b> Improved communication and understanding with families <b>Staff Responsible for Monitoring:</b> Classroom teachers, Mariette Nyembo	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers will focus on speaking skills and the use of a microphone when working with EL Learners. <b>Strategy's Expected Result/Impact:</b> Increased TELPAS scores in the area of speaking. <b>Staff Responsible for Monitoring:</b> Teachers, Terri Watson	Formative		
	Dec	Mar	June
<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: 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.

**Performance Objective 7:** 100% of staff will follow Tier 1 best instructional practices as identified by the campus/district.





**Evaluation Data Sources:** Student grades, STAAR, PLC data, and campus curriculum resources, walk-throughs and observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use district curriculum guides for each content area and the following resources to provide students with skills and strategies necessary for success:            Microsoft TEAMS            Fundamental Five            Thinking Maps            Comprehension Toolkits            Guided Reading            Math Number Corner K-2            Math Investigations and Math Workshop Model            Writer's Workshop            Stemscoapes            Leveled readers            Think Up Math and Reading 3-5            Countdown to STAAR            STAAR Master            Kamico            TEKSivity for math and reading            LLI Kits            Footprints            Bridges            Istation            Amplify            Lucy Calkins Writing            Fountas &amp; Pinnell</p> <p><b>Strategy's Expected Result/Impact:</b> End of year STAAR scores  <b>Staff Responsible for Monitoring:</b> Classroom teachers, math and literacy interventionists, dyslexia therapist, and resource teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Learning targets and closing questions are utilized with all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Learning targets and closing questions posted in classrooms  <b>Staff Responsible for Monitoring:</b> Administrators and classroom teachers</p>	Formative		
	Dec	Mar	June



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use elements of Fundamental Five each day. <b>Strategy's Expected Result/Impact:</b> Classroom observations <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Differentiate instruction for all participating EL students to scaffold understanding. <b>Strategy's Expected Result/Impact:</b> End of year scores and grades <b>Staff Responsible for Monitoring:</b> Classroom teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Identify fragile students and monitor their progress in reading, math, writing, and science. These students include: Econ. Dis., EL, Hispanic, White, AA, At Risk, SPED, and GT <b>Strategy's Expected Result/Impact:</b> List identifying students in each of our sub-groups <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Emphasize the importance of writing across the curriculum and writing everyday using Writer's Workshop model and Lucy Calkins. <b>Strategy's Expected Result/Impact:</b> Writing samples <b>Staff Responsible for Monitoring:</b> ELAR Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Analyze student data using district common assessments to plan for instruction while working as a grade level PLC. <b>Strategy's Expected Result/Impact:</b> Lesson plans, formative/summative assessments. <b>Staff Responsible for Monitoring:</b> Grade level PLC members	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 100% of campus trained in Thinking Maps so they can be used regularly in the classroom. <b>Strategy's Expected Result/Impact:</b> Thinking Maps displayed in the classroom. <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Continue the practice of using book studies for professional development. <b>Strategy's Expected Result/Impact:</b> Presentations by grade levels about material read. <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Use campus curriculum resources (Think Up, TEKS-tivity, STAAR master, Countdown to STAAR, Kamico, Measuring Up) grades 3-5 <b>Strategy's Expected Result/Impact:</b> Common assessments and benchmark scores. EOY scores <b>Staff Responsible for Monitoring:</b> Classroom teachers and administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Track student growth through the use of Spur Tracker Data Binders for all students. <b>Strategy's Expected Result/Impact:</b> Growth in student performance <b>Staff Responsible for Monitoring:</b> Classroom teachers and administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> K-5 Fountas and Pinnell, K-5 Reading Workshop and K-5 Math Workstations <b>Strategy's Expected Result/Impact:</b> EOY scores <b>Staff Responsible for Monitoring:</b> Classroom teachers, Reading Specialist and Math interventionist	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Use our Campus Instructional Focus to engage students in the critical writing process across all content areas. <b>Strategy's Expected Result/Impact:</b> Writing samples, journals, teacher-developed rubrics, and common assessments. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Expression teachers, and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> Utilize WIN time for RtI at each grade level to address the instructional practices and strategies integration of differentiated instruction for all students. <b>Strategy's Expected Result/Impact:</b> Intervention logs and MTSS/RtI documentation <b>Staff Responsible for Monitoring:</b> Classroom teachers, Compensatory Math teacher, Literacy Specialist, and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Teachers will implement high yield strategies, including Fundamental 5, Thinking Maps, Hattie, and academic vocabulary, so that engagement and achievement will increase across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> The learning environment and lesson plans will show evidence of high yield strategies and best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 16 Details	Formative Reviews		
<p><b>Strategy 16:</b> Teachers are intentionally planning data-driven instruction in order to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Deeper Tier 1 and Tier 2 Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: 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.

**Performance Objective 1:** Student attendance currently is at 95%. Student attendance for the end of 22-23 will meet the target goal of 97%.

**Evaluation Data Sources:** End of year PEIMS Report.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Phone calls or emails will be made when students are absent according to the campus attendance plan. <b>Strategy's Expected Result/Impact:</b> Nine weeks attendance reports <b>Staff Responsible for Monitoring:</b> Classroom Teacher, administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attendance letters are sent home weekly.  <b>Strategy's Expected Result/Impact:</b> Nine weeks attendance reports <b>Staff Responsible for Monitoring:</b> Attendance Secretary and Assistant Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Attendance recognition for students monthly at InSPURations, at the end of each nine weeks, and at the end of the year. <b>Strategy's Expected Result/Impact:</b> Nine weeks attendance reports <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Attendance committee will meet regularly in order to analyze attendance rates and trends. <b>Strategy's Expected Result/Impact:</b> Improved student attendance <b>Staff Responsible for Monitoring:</b> Administration, attendance committee members	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: 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.

**Performance Objective 2:** Improve communication and community engagement through neighborhood walks, school events and family round-up.

**Evaluation Data Sources:** Parent attendance at school and PTA functions and parent/teacher conferences.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase communication with parents through social media. <b>Strategy's Expected Result/Impact:</b> Posts on social media. <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Family nights in the various content areas. <b>Strategy's Expected Result/Impact:</b> Parent/student attendance at family nights. <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will conduct parent/teacher conferences in October and other times as needed. <b>Strategy's Expected Result/Impact:</b> Parent attendance at conferences. <b>Staff Responsible for Monitoring:</b> Classroom teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus events publicized on marquee, website, Facebook, Remind and Twitter. <b>Strategy's Expected Result/Impact:</b> Virtual attendance at school events. <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Increase staff attendance at PTA meetings and events <b>Strategy's Expected Result/Impact:</b> Staff attendance at meetings. <b>Staff Responsible for Monitoring:</b> All staff members	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Weekly Principal newsletter, Monthly Spur newsletter, and Weekly Grade Level Newsletters <b>Strategy's Expected Result/Impact:</b> Improved parent attendance at special events and functions <b>Staff Responsible for Monitoring:</b> Administration and classroom teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Spur Ambassadors will create school wide community outreach opportunities. (Community Link, Saginaw Senior Center, animal shelter, etc.) <b>Strategy's Expected Result/Impact:</b> Improved community relations <b>Staff Responsible for Monitoring:</b> administrators counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> InSPURation assembly awards and recognition. <b>Strategy's Expected Result/Impact:</b> Improved student relationships and self esteem. <b>Staff Responsible for Monitoring:</b> Classroom teachers, counselor, administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> SPUR Dog program to promote positive roll models for students. <b>Strategy's Expected Result/Impact:</b> Improved community relations and increase in positive roll models <b>Staff Responsible for Monitoring:</b> Administration, counselor and PTA	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: 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.

**Performance Objective 3:** Student data will be tracked and analyzed through the use of data folders and/or goal setting.

**Evaluation Data Sources:** Evidence of student data folders at K-5.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> K-5 students and teachers will maintain goal setting binders. Students will lead parent conferences in March 2023 using their personal data binders.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth will increase because students are goal setting based on their academic areas of strength and weaknesses.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, reading specialist and math interventionist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will apply and practice critical writing in all content areas, as measured by content in journals, goal setting and data binders, reflective question responses on assessments, and writing assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Rubrics will be used for grading.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Expressions teachers, and Administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will track progress goals through the use of PDSA, SLO, administrative coaching and PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student performance</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teacher will track student growth in PLC through the use of tri-fold data boards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth based on the analysis of common assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, reading specialist, math interventionist, teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored and evaluated.

**Performance Objective 1:** 100% of students and staff implement CHAMPS, STOIC and Great Expectations. K-4 will utilize Positive Action.

**Evaluation Data Sources:** End of year summary of discipline referrals and accident/incident reports filed with nurse or principal decrease, decrease bullying incidents, InSPURations agendas and safety drill logs, MTSS behavior logs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 100% of campus personnel will complete the appropriate online safety bundle. <b>Strategy's Expected Result/Impact:</b> Certificates of completion. <b>Staff Responsible for Monitoring:</b> All staff and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All staff trained in CHAMPS, PBIS, Positive Action and Great Expectations. <b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals. <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Counselor will provide classroom guidance on bullying for students, lead Spur Ambassadors, provide professional development for teachers and meet with parents. <b>Strategy's Expected Result/Impact:</b> Lesson plans of counselor, sign in sheet for teachers, sign in sheet for parents <b>Staff Responsible for Monitoring:</b> Counselor and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students and staff will participate in InSPURations assembly to promote school wide positive character traits, build positive self-esteem, and recognize student and staff celebrations. <b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals. <b>Staff Responsible for Monitoring:</b> Counselor, Classroom teachers, and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Safety drills using new district safety goals and Crisis Go App. <b>Strategy's Expected Result/Impact:</b> All stakeholders know what to do in case of an emergency. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>







Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers will implement and support the use of STOIC framework. CHAMPS will be utilized in all classrooms. <b>Strategy's Expected Result/Impact:</b> Improved behavior in the classrooms and common areas of the school. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Counselor and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Staff will implement strategies using the book Emotional Poverty by Ruby Payne. <b>Strategy's Expected Result/Impact:</b> Improved understanding of the affects that poverty has on children. <b>Staff Responsible for Monitoring:</b> Administration and teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored and evaluated.

**Performance Objective 2:** Increase the number of students meeting the standard on the Fitnessgram to 90% in grades 3-5.

**Evaluation Data Sources:** Fitnessgram reports.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Promote physical activity and good health during PE classes. K-4 will participate in Liink. <b>Strategy's Expected Result/Impact:</b> Learning targets and lesson plans. <b>Staff Responsible for Monitoring:</b> PE teacher	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of "Go Noodle" for brain breaks for all students. <b>Strategy's Expected Result/Impact:</b> Students are engaged and on task <b>Staff Responsible for Monitoring:</b> Classroom teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All K-5 students will have 2 required and 1 optional recess throughout the school day. <b>Strategy's Expected Result/Impact:</b> Increased academic performance and decreased number of office referrals <b>Staff Responsible for Monitoring:</b> Classroom teachers and Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> To optimize our school environment to better promote physical, social, and emotional health through the Blue Zones Project. <b>Strategy's Expected Result/Impact:</b> Improved fitness of students and staff <b>Staff Responsible for Monitoring:</b> All staff members	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> School wide presentations to help promote overall safety and well being of students. (Netsmartz and P.S. It's My Body) <b>Strategy's Expected Result/Impact:</b> Improved student awareness so that they are able to recognize unsafe behaviors and how to respond appropriately. <b>Staff Responsible for Monitoring:</b> Administrators and counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Through the Liink Program K-4 students will participate in height and weight measurements in order to track improved health. <b>Strategy's Expected Result/Impact:</b> Students will have improved health both mentally and physically through the Liink Program. <b>Staff Responsible for Monitoring:</b> PE Coach and Administrators	Formative		
	Dec	Mar	June
<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: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored and evaluated.

**Performance Objective 3:** Increase campus safety by performing daily safety checks and maintaining a safety check log.

**Evaluation Data Sources:** Completed and up to date safety logs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus administration will perform daily safety walks ensuring that all perimeter doors are secure, doors are not propped open, and requiring all classroom doors remained locked throughout the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student safety</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Partnering with the district police department to ensure a safe and secure environment for students, staff and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased sense of trust and safety on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> EMSISD police department, administration, stakeholders, SPUR Dogs</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Comanche Springs Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 100

Brief Description of SCE Services and/or Programs

--

## Personnel for Comanche Springs Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Destiny Womack	Teacher	NaN

# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melissa Davis	Principal
Administrator	Mary Mendell	Assistant Principal
Non-classroom Professional	Kelly Taylor	Counselor
Classroom Teacher	Maci Roper	Kindergarten
Classroom Teacher	Sarah Baiza	First Grade
Classroom Teacher	Conner Walker	Second Grade
Classroom Teacher	Jennifer Penrod	Third Grade
Classroom Teacher	Heather Neuse	Fourth Grade
Classroom Teacher	Marquise Taylor	Fifth Grade
Business Representative	John Tufts	Owner Brooder and Bovine and Eagles Point
Community Representative	Jackie Berry	PTA President
Non-classroom Professional	Samantha Anthony	Special Education
Paraprofessional	Zulma Fernandez	Computer Aide
Parent	Jennifer Jackson	Parent

# Addendums



# COMANCHE SPRINGS ELEMENTARY DATA

21-22



**EAGLE MOUNTAIN  
SAGINAW ISD**

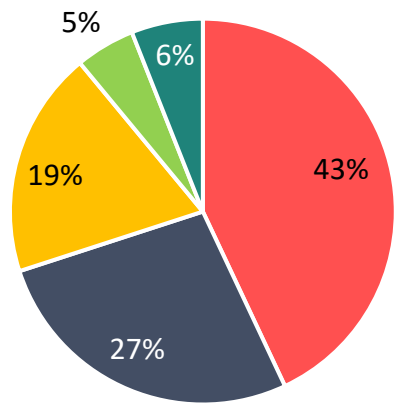
*Fostering a Culture of Excellence*



# CUMULATIVE CAMPUS STUDENT DEMOGRAPHIC DATA 2019-2021

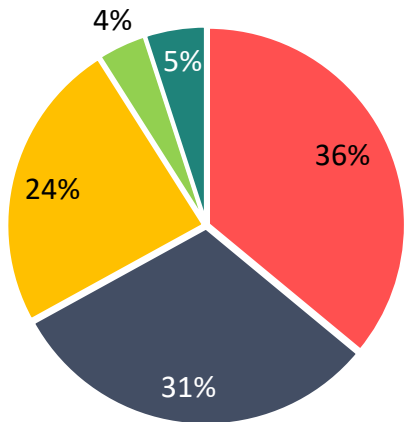


### 19-20 Campus Ethnicity Data



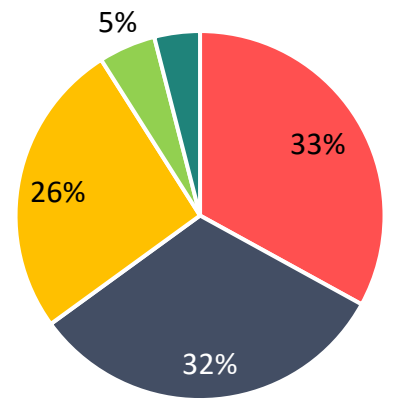
- White
- Hispanic
- African American
- Asian
- Other

### 20-21 Campus Ethnicity Data



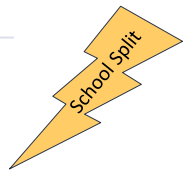
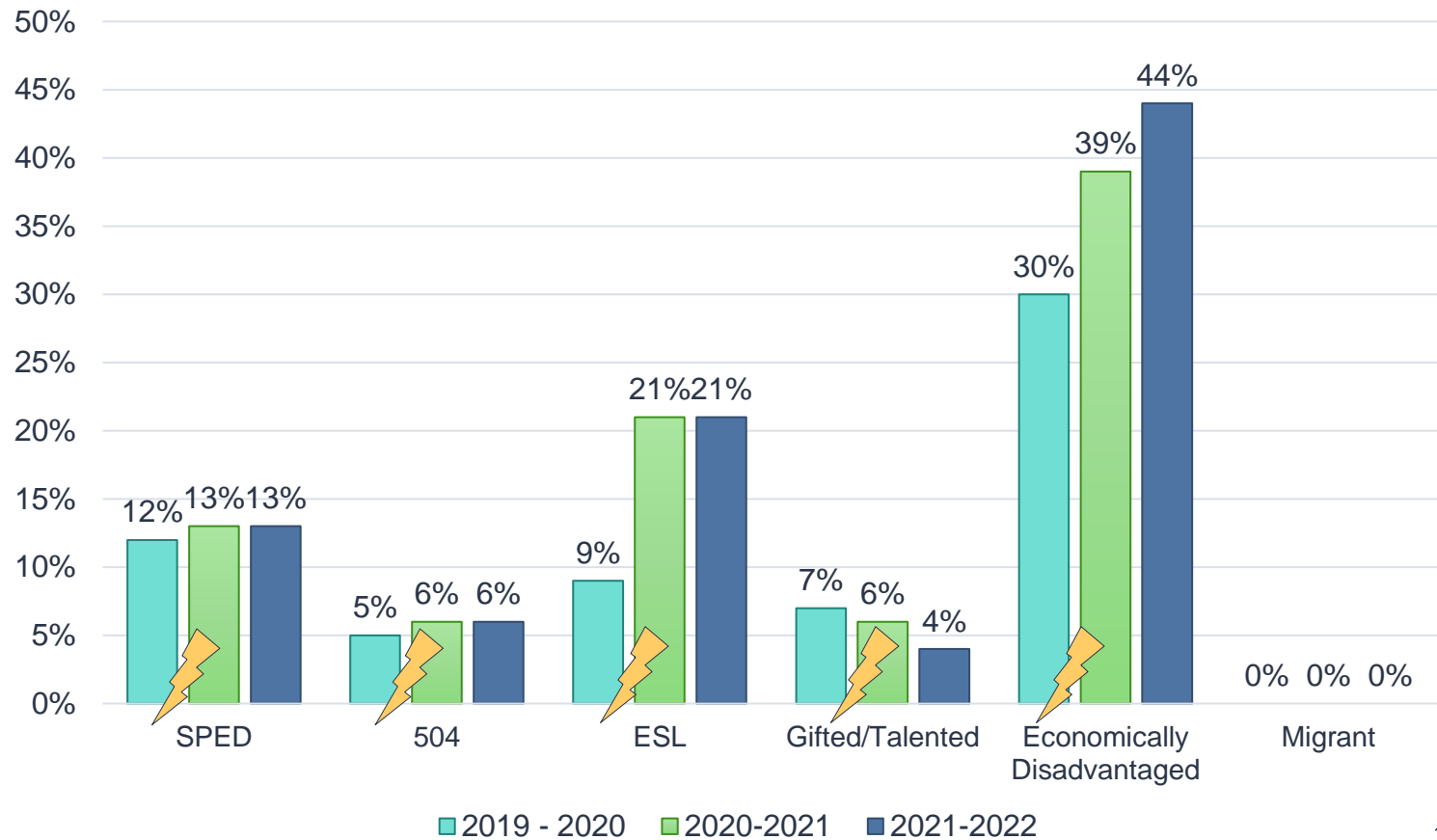
- White
- Hispanic
- African American
- Asian
- Other

### 21-22 Campus Ethnicity Data



- White
- Hispanic
- African American
- Asian
- Other

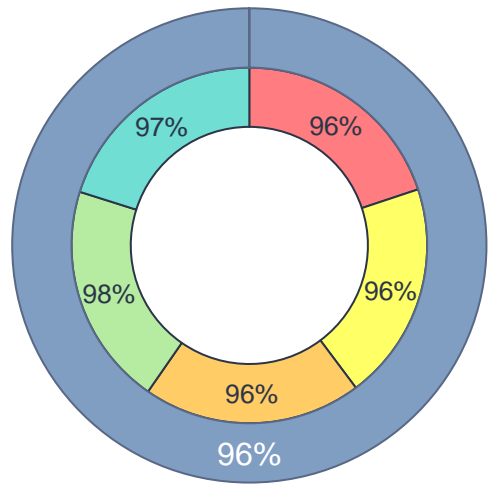
# CUMULATIVE CAMPUS STUDENT SUBGROUP DATA 2019 - 2021



# CUMULATIVE CAMPUS ATTENDANCE DATA 2017-2020

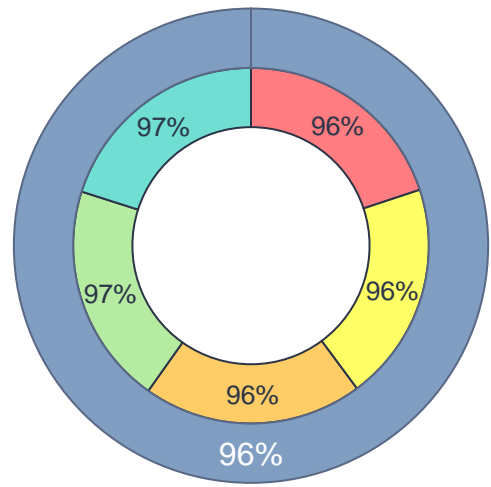


## 17-18 Attendance Data



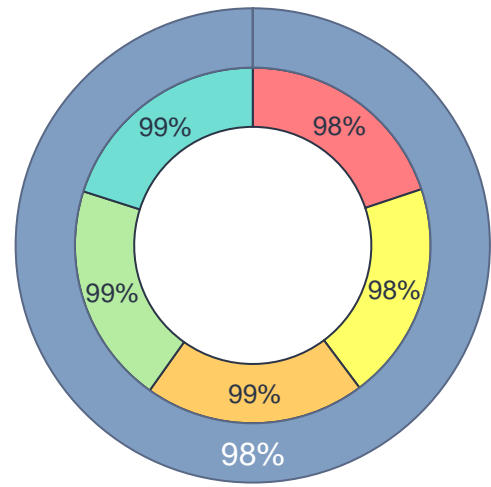
- White
- Hispanic
- African American
- Asian
- Other
- 2017-2018 Campus-wide Attendance

## 18-19 Attendance Data



- White
- Hispanic
- African American
- Asian
- Other
- 2018-2019 Campus-wide Attendance

## 19-20 Attendance Data



- White
- Hispanic
- African American
- Asian
- Other
- 2019-2020 Campus-wide Attendance



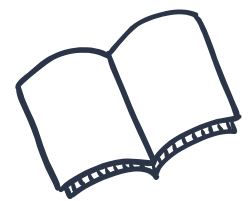
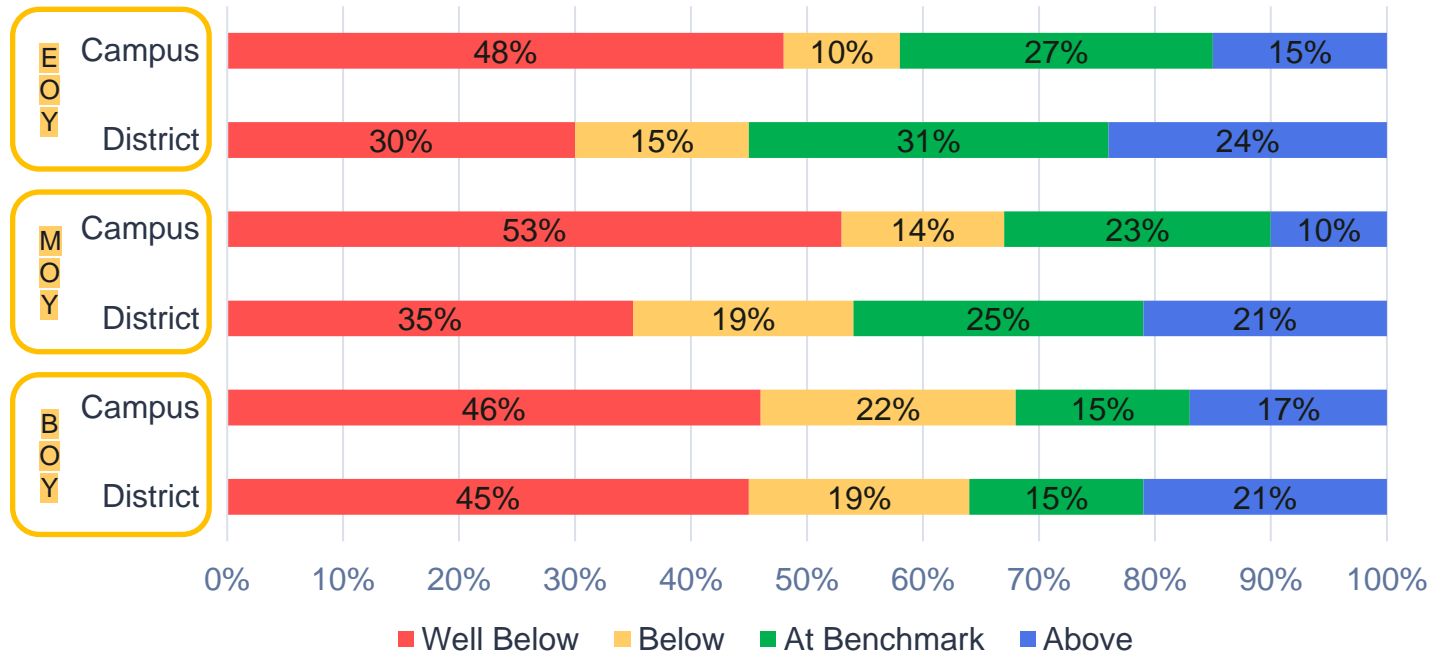
# KINDERGARTEN DATA

# KINDERGARTEN 21-22

## READING mCLASS DATA



### 21-22 Kindergarten Reading mCLASS Data

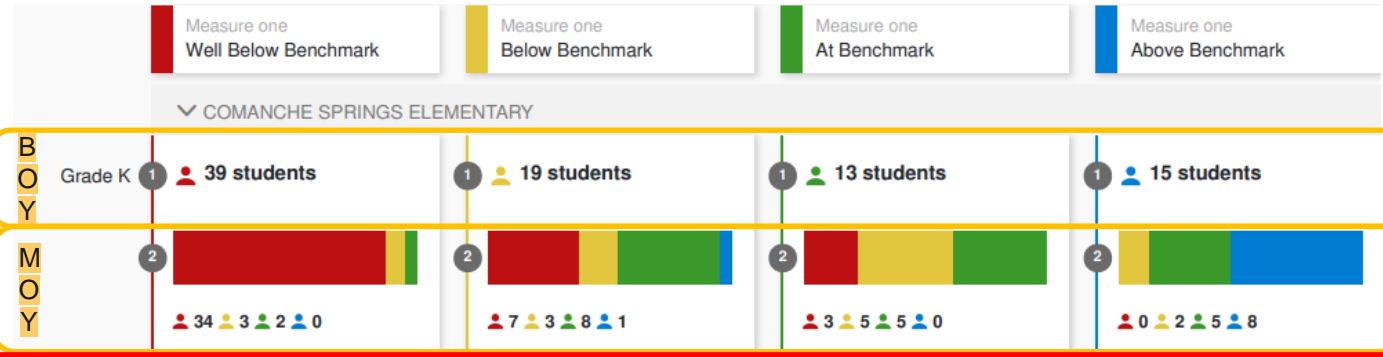


# KINDERGARTEN 21-22

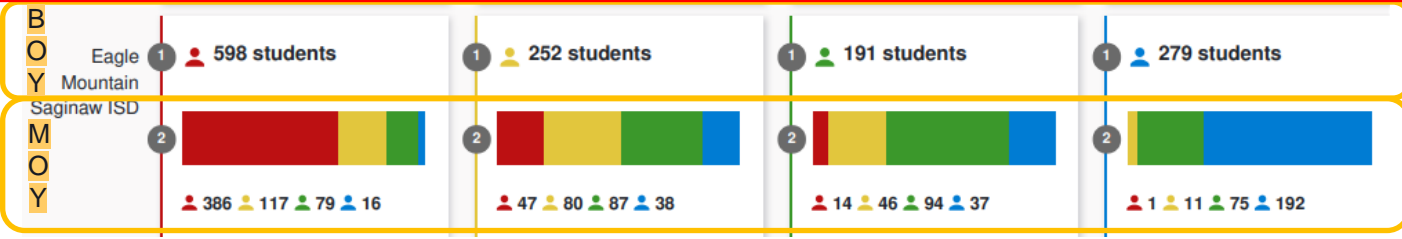
## MCLASS CORRELATION DATA



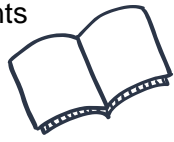
Campus



District



Represent students that moved to a different level from BOY to their MOY assessments



Data collection on 86 students that have been present for both BOY and MOY assessments

# KINDERGARTEN 21-22

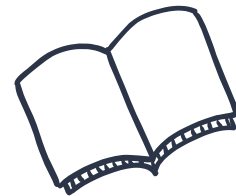
## BAS DATA

Comanche Springs Spurs



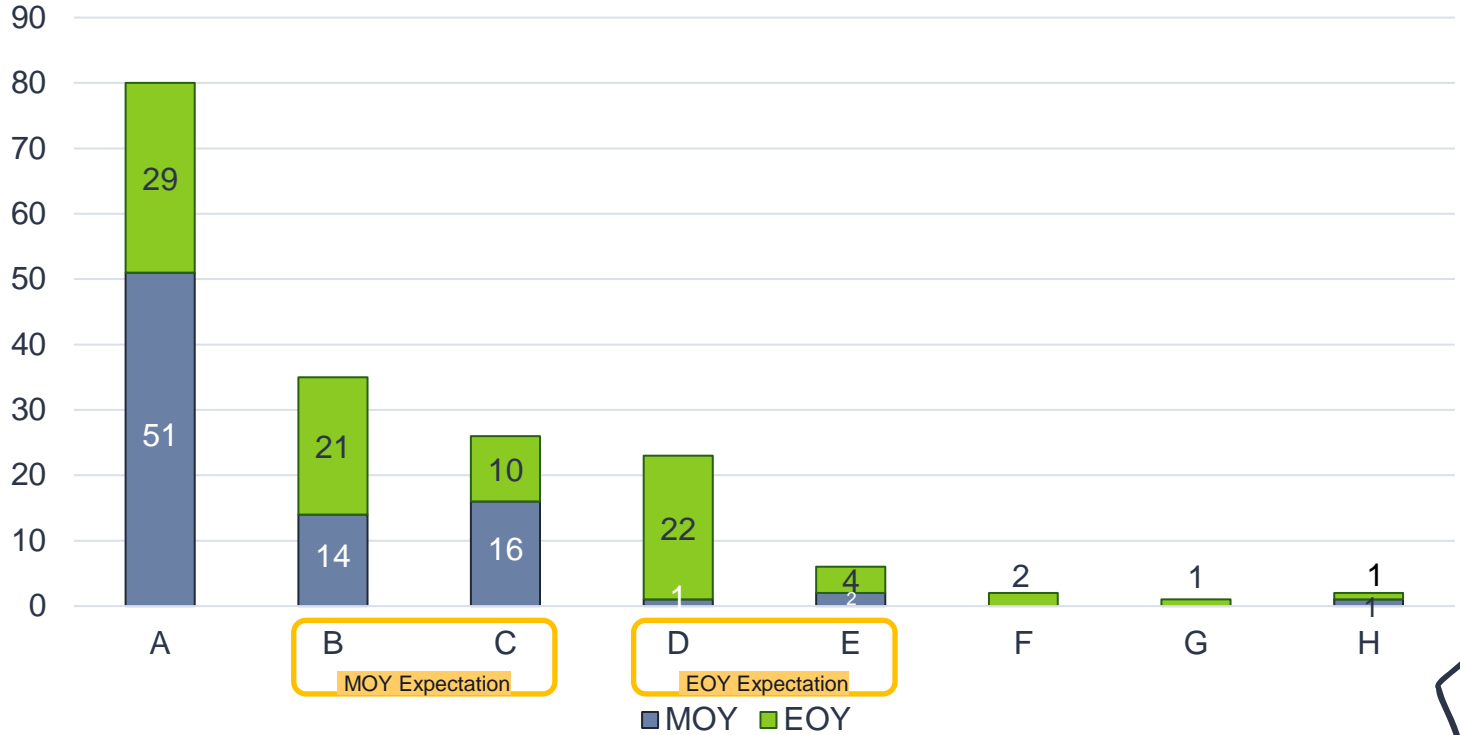
BAS Expectations	Kindergarten BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K			
	A	B	C	D	E	F	G	H
BOY	0	0	0	0	0	0	0	0
MOY	51	14	16	1	2	0	0	1
EOY	29	21	10	22	4	2	1	1

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
<b>MOY</b>	51/85 = 60%	30/85 = 35%	4/85 = 5%
<b>EOY</b>	60/90 = 67%	26/90 = 29%	4/90 = 4%



# KINDERGARTEN 21-22

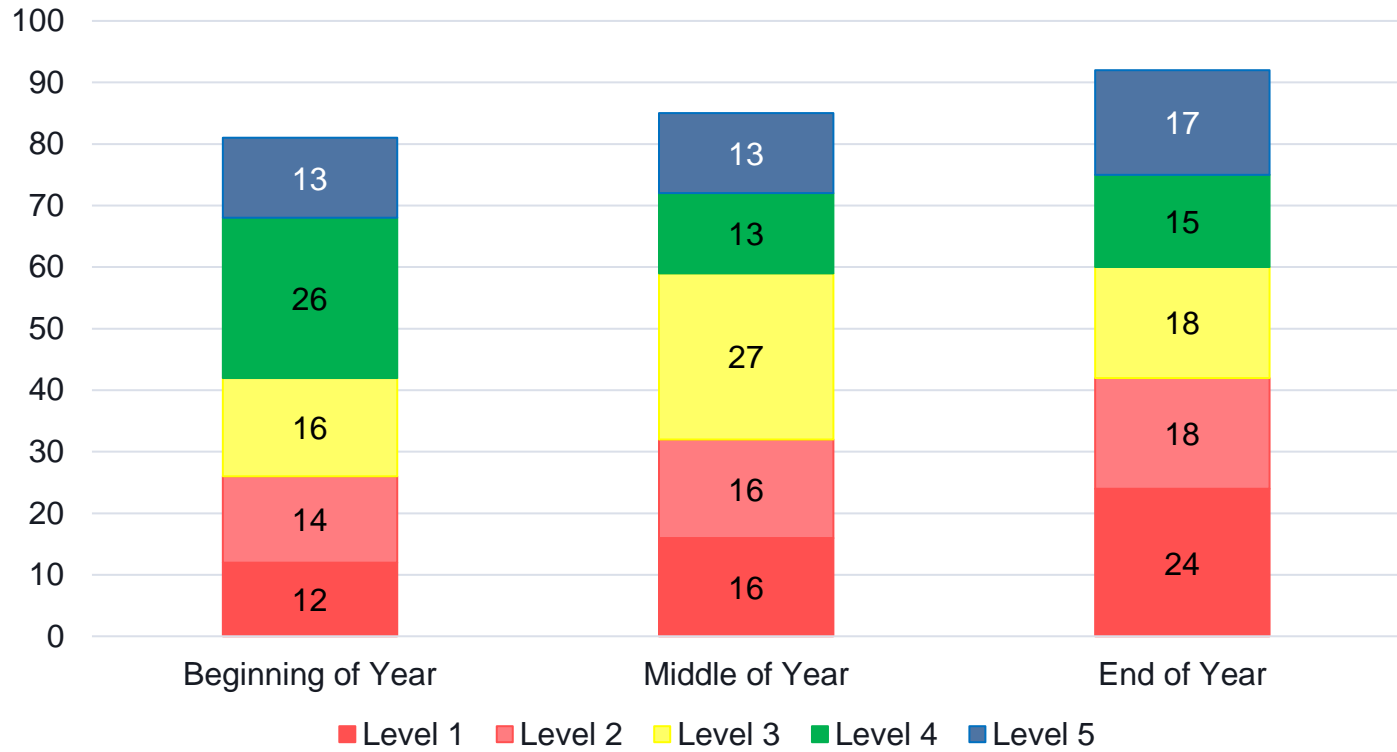
## BAS DATA CHARTED





# KINDERGARTEN 21-22

## MATH ISIP



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



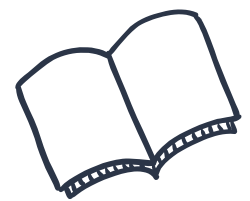
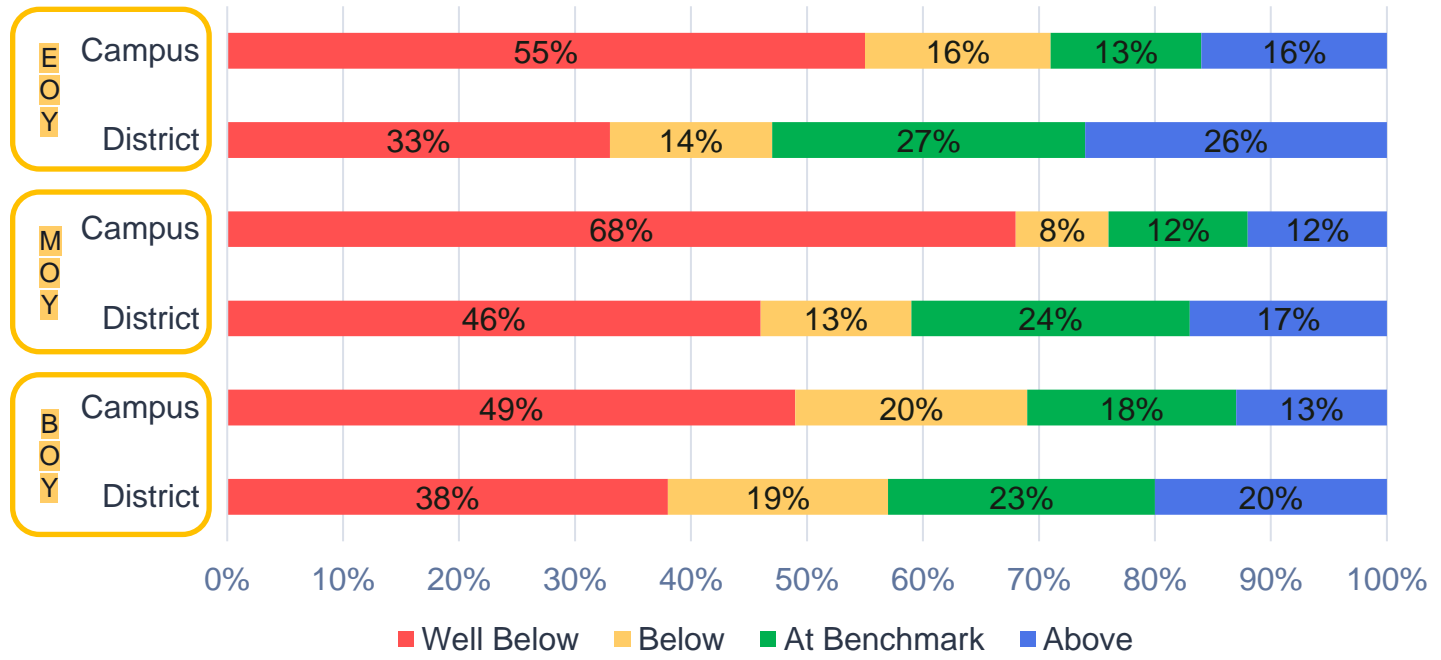


# FIRST GRADE DATA

# FIRST GRADE 21-22 READING MCLASS DATA



## 21-22 First Grade Reading mCLASS Data



# FIRST GRADE 21-22

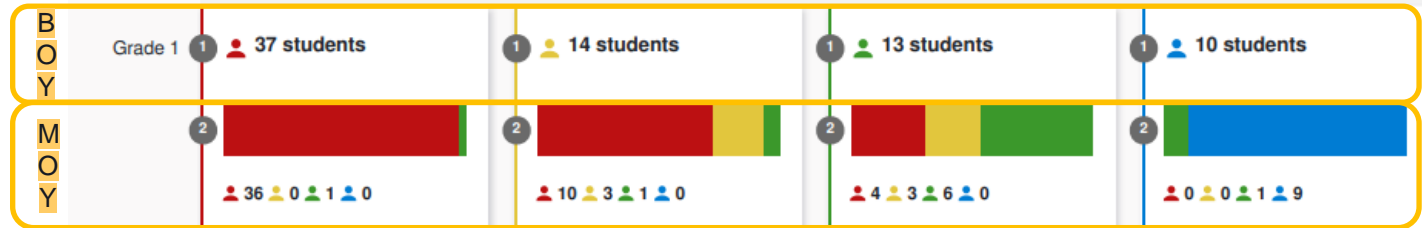
## MCLASS CORRELATION DATA



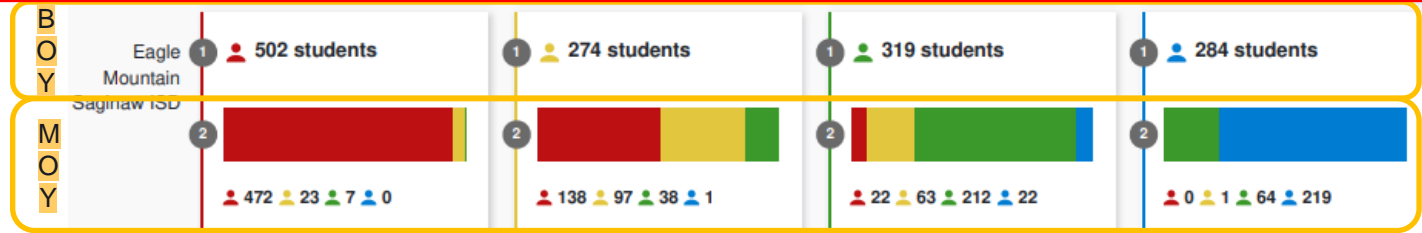
Campus



COMANCHE SPRINGS ELEMENTARY

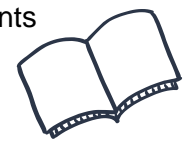


District



Represent students that moved to a different level from BOY to their MOY assessments

Data collection on 74 students that have been present for both BOY and MOY assessments



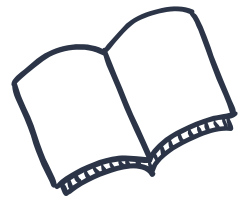
# FIRST GRADE 21-22

## BAS DATA

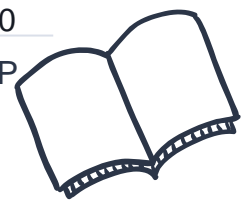
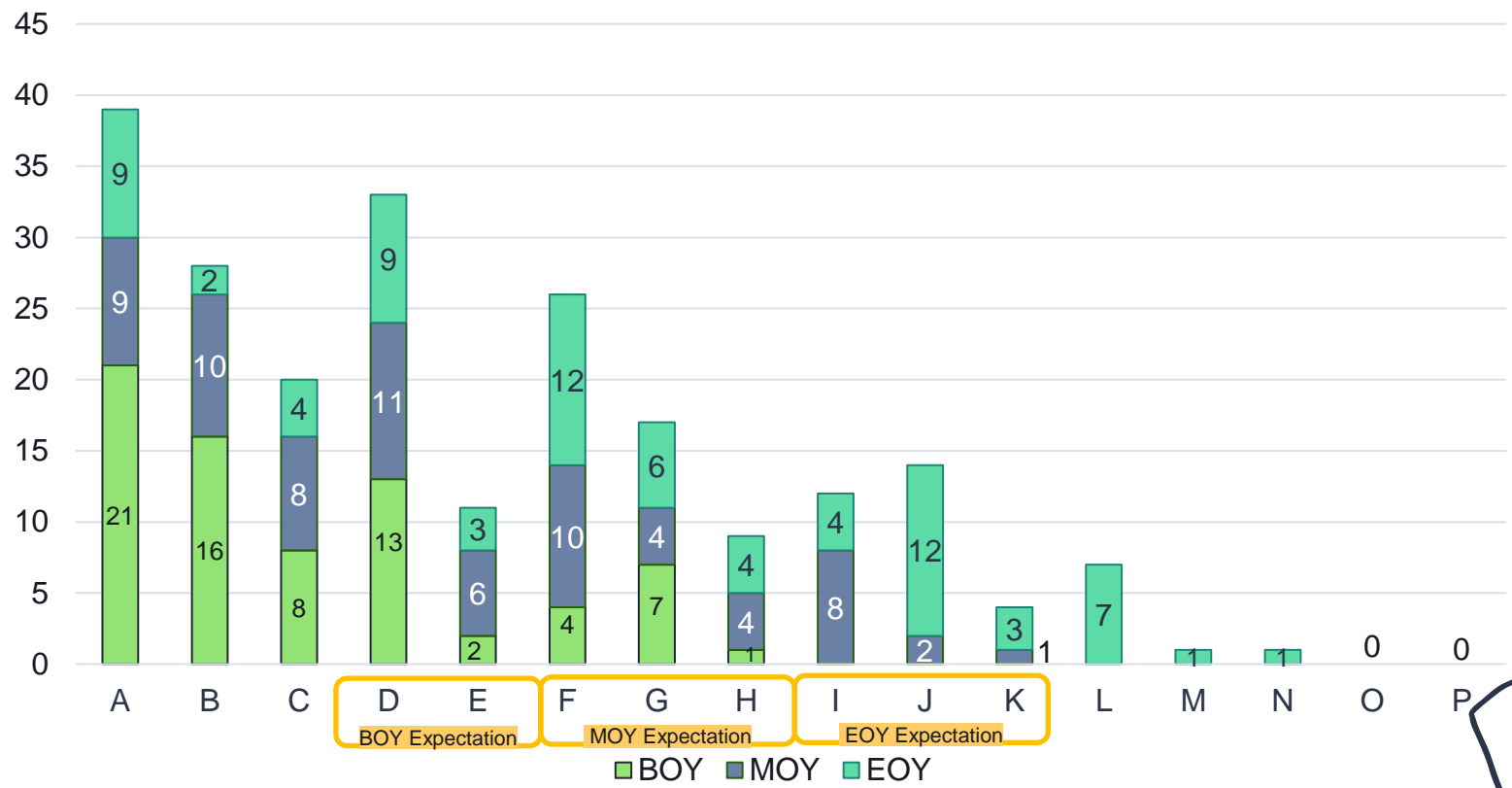


BAS Expectations	Kindergarten BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY = J/K MOY = K/L EOY = M/N			3rd BOY = M/N MOY = N/O EOY = P/Q		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
BOY	21	16	8	13	2	4	7	1	0	0	0	0	0	0	0	0
MOY	9	10	8	11	6	10	4	4	8	2	1	0	0	0	0	0
EOY	9	2	4	9	3	12	6	4	4	12	3	7	1	1	0	0

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
<b>BOY</b>	45/72= 63%	15/72= 21%	12/72= 17%
<b>MOY</b>	44/73= 60%	18/73= 25%	11/73= 15%
<b>EOY</b>	49/77= 64%	19/77= 25%	9/77= 12%

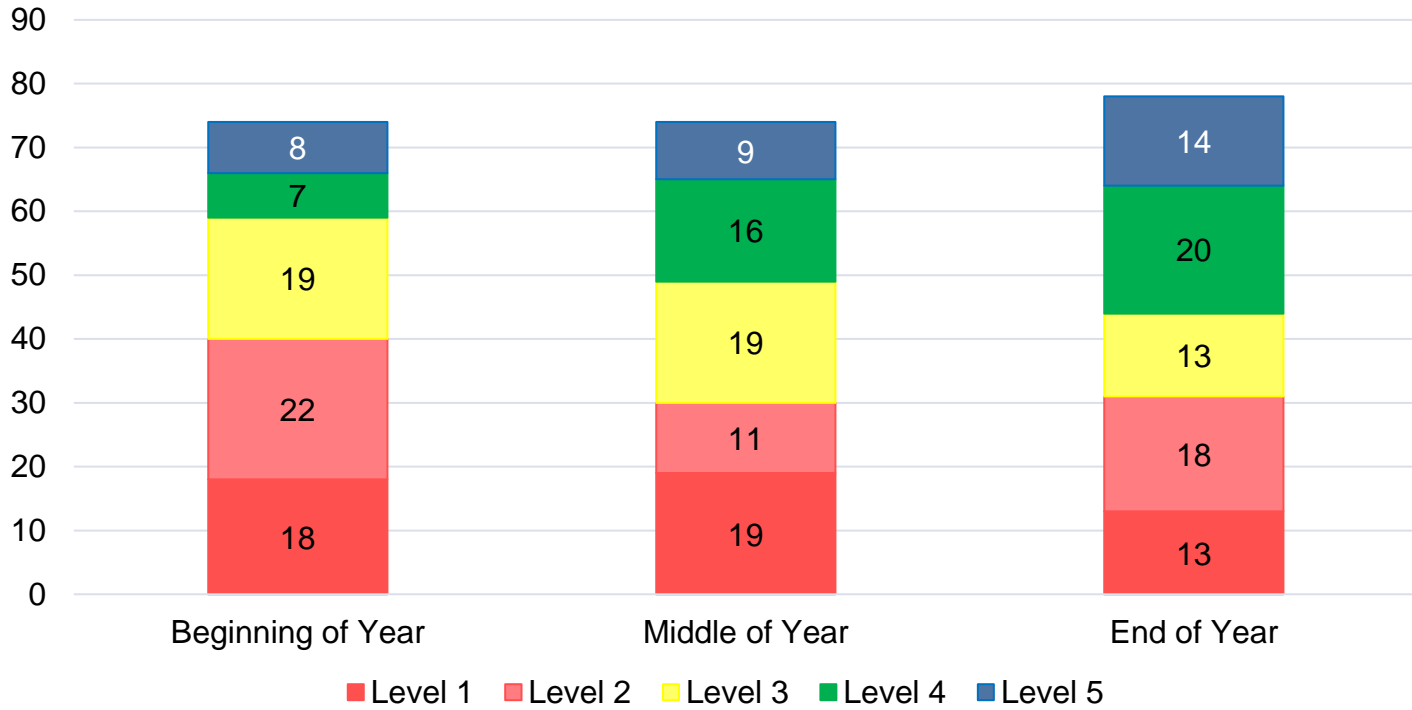


# FIRST GRADE 21-22 BAS DATA CHARTED

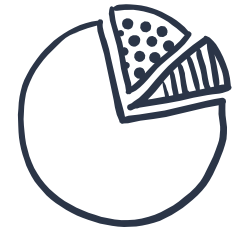


# FIRST GRADE 21-22

## MATH ISIP



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





SECOND GRADE DATA



# SECOND GRADE 21-22

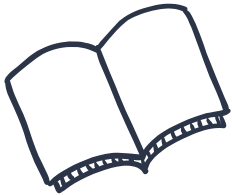
## BAS DATA

Comanche Springs Spurs



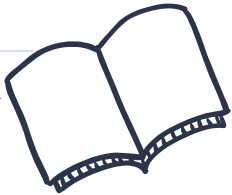
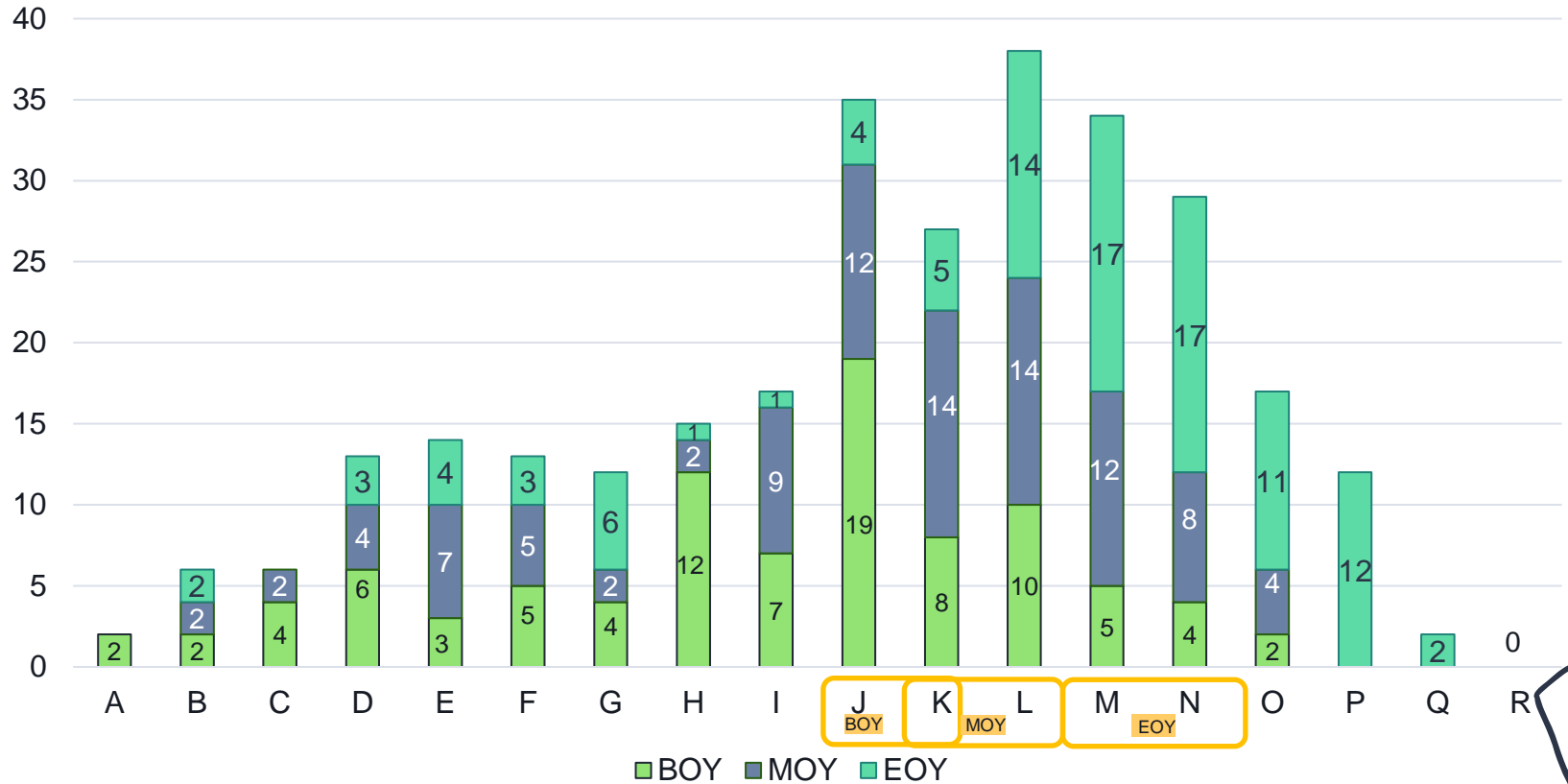
BAS Expectations	Kindergarten BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY= J/K MOY= K/L EOY= M/N			3rd BOY=M/N MOY=N/O EOY= P/Q			4th BOY= P/Q MOY=Q/R EOY=S/T	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
BOY	2	2	4	6	3	5	4	12	7	19	8	10	5	4	2	0	0	0
MOY	0	2	2	4	7	5	2	2	9	12	14	14	12	8	4	0	0	0
EOY	0	2	0	3	4	3	6	1	1	4	5	14	17	17	11	12	2	0

	Approaches Expectation (Below)		Meets Expectation (On Level)		Exceeds Expectation (Above Level)	
<b>BOY</b>	45/93=	48%	27/93=	29%	21/93=	23%
<b>MOY</b>	45/97=	46%	28/97=	29%	24/97=	25%
<b>EOY</b>	43/102=	42%	34/102=	33%	25/102=	25%



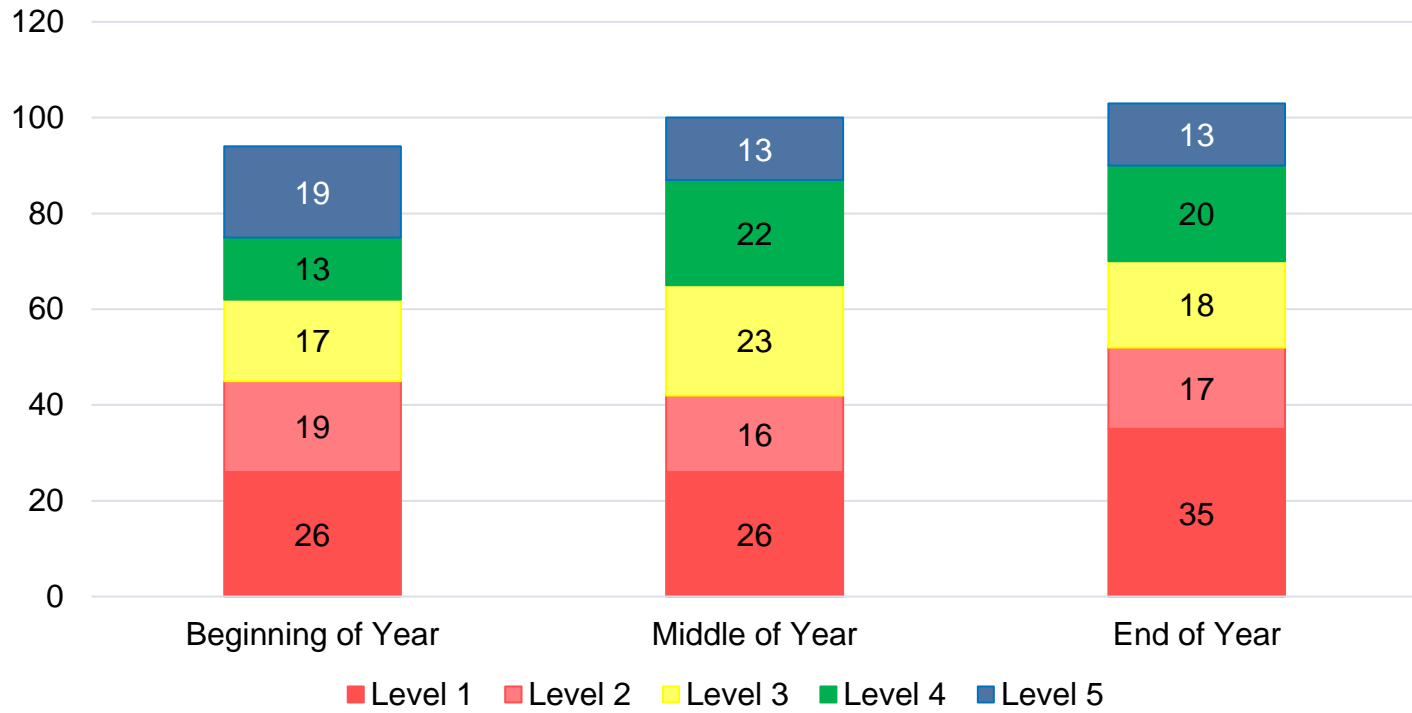
# SECOND GRADE 21-22

## BAS DATA CHARTED

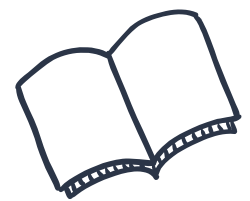


# SECOND GRADE 21-22

## READING ISIP

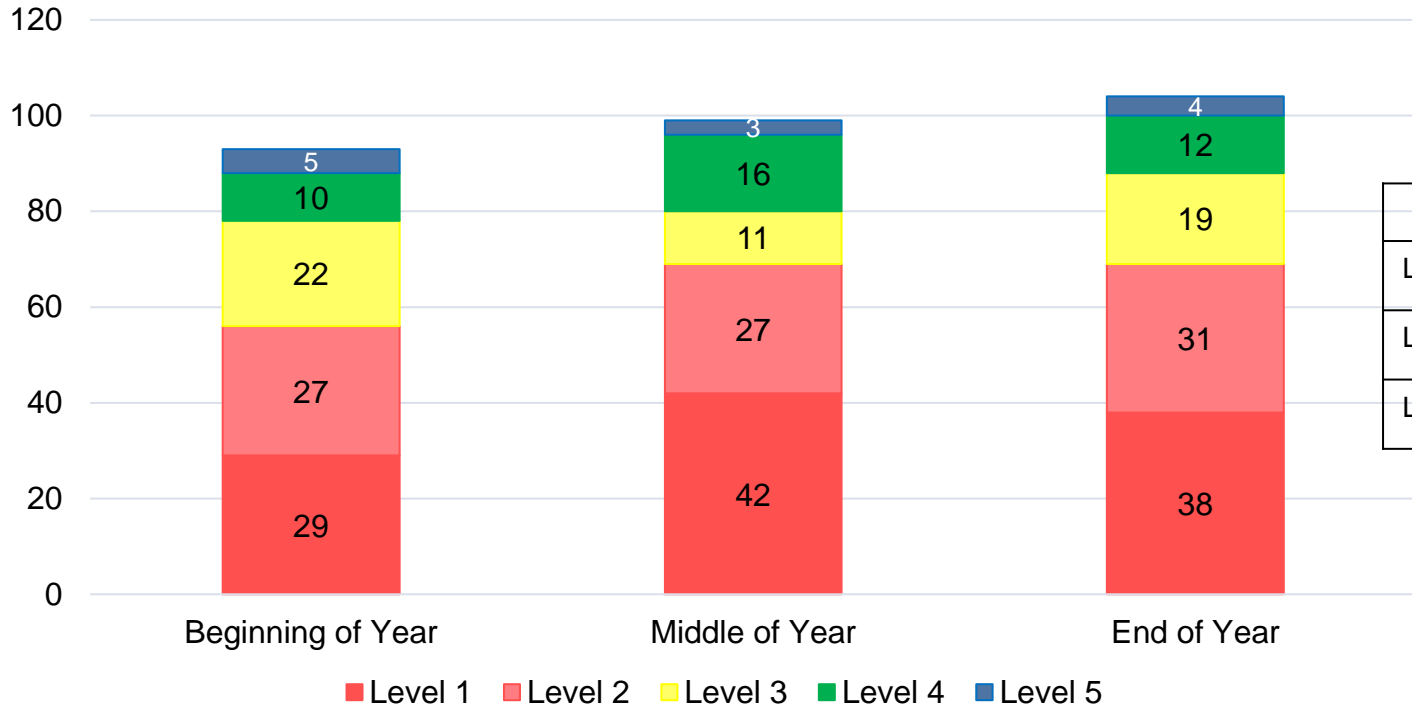


Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3



# SECOND GRADE 21-22

## MATH ISIP



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





# THIRD GRADE DATA

# THIRD GRADE 21-22

## BAS DATA

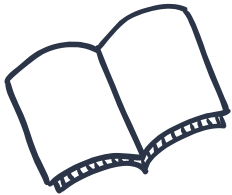
Comanche Springs Spurs



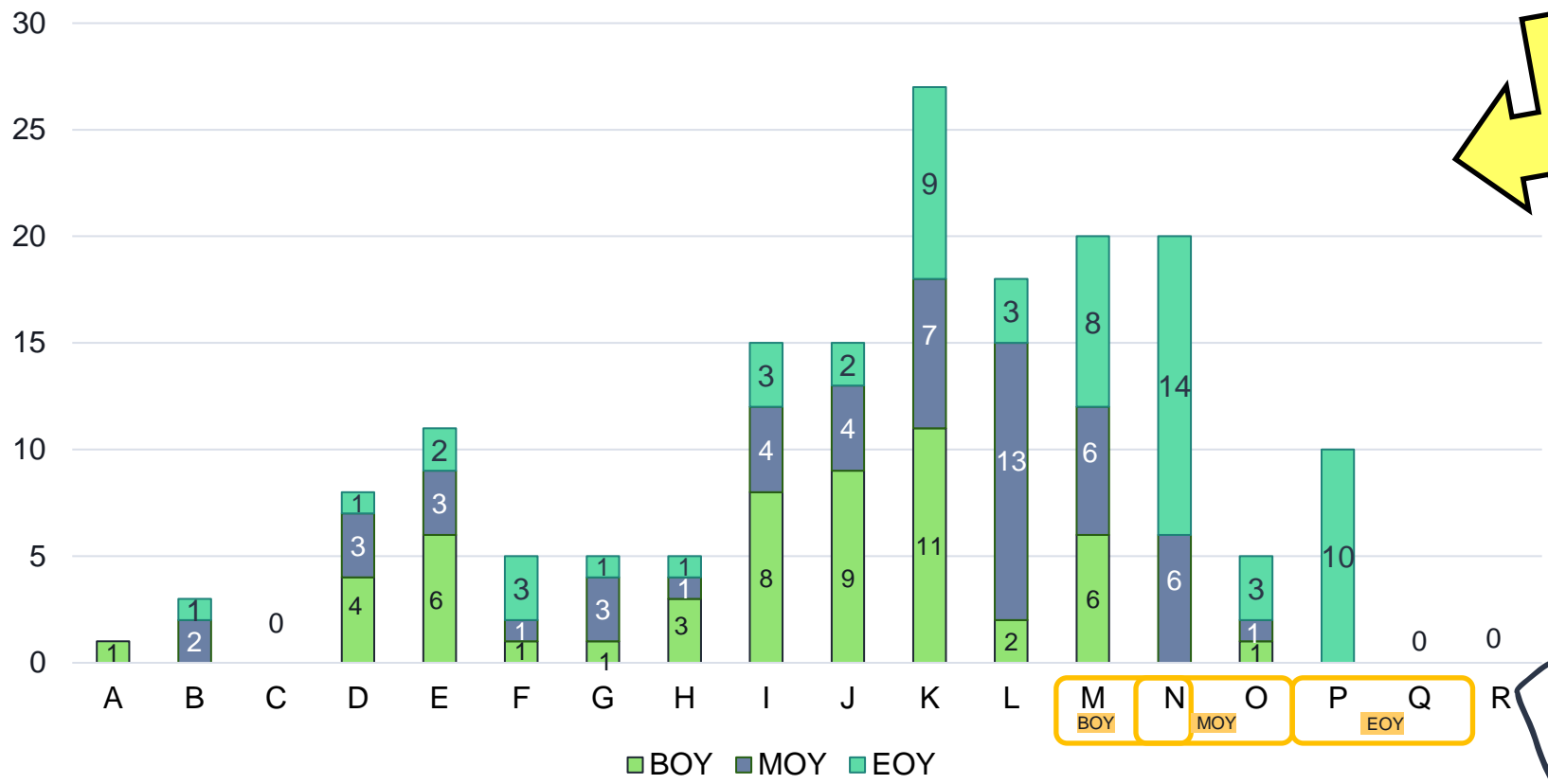
BAS Expectations	Kindergarten BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY = J/K MOY = K/L EOY = M/N			3rd BOY = M/N MOY = N/O EOY = P/Q			4th BOY = P/Q MOY = Q/R EOY = S/T	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
BOY	1	0	0	4	6	1	1	3	8	9	11	2	6	0	1	0	0	0
MOY	0	2	0	3	3	1	3	1	4	4	7	13	6	6	1	0	0	0
EOY	0	1	0	1	2	3	1	1	3	2	9	3	8	14	3	10	0	0

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
<b>BOY</b>	46/53= 87%	6/53= 11%	1/53= 2%
<b>MOY</b>	47/54= 87%	7/54= 13%	0/54= 0%
<b>EOY</b>	51/61= 84%	10/61= 16%	0/61= 0%

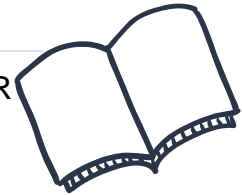
**Note:**  
Not every student tested at this grade level. Only new or concerning students



# THIRD GRADE 21-22 BAS DATA CHARTED

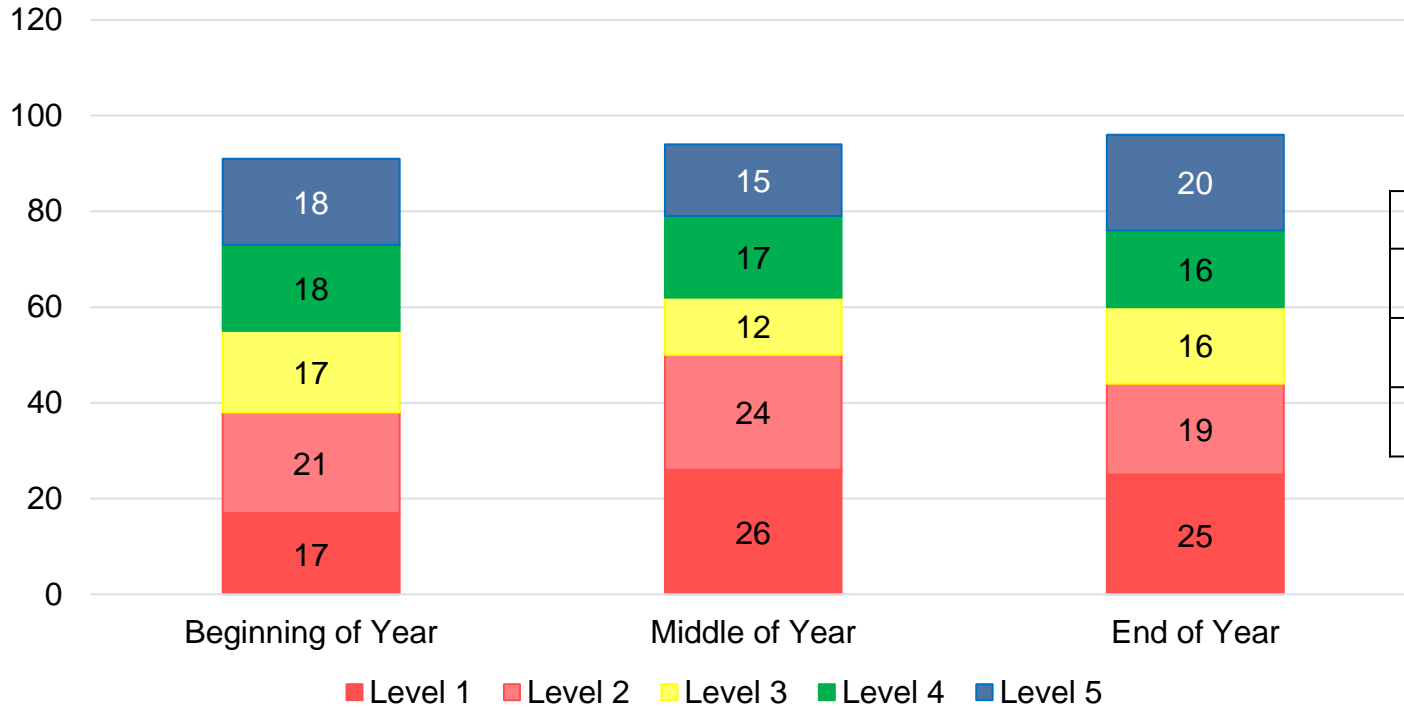


**Note:**  
Not every student tested at this grade level. Only new or concerning students

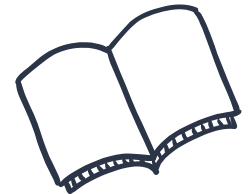


# THIRD GRADE 21-22

## READING ISIP



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

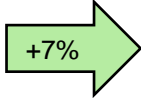
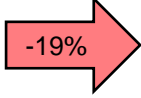








# THIRD GRADE 21-22 READING DCA DATA

Comanche Springs Spurs



Reading Data	DCA 1	DCA 2	Argumentative	2022 STAAR
Approaches	50% 	57% 	38%	69%
Meets	40% 	33% 	19%	40%
Masters	25% 	24% 	12%	22%

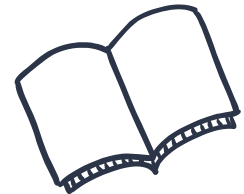
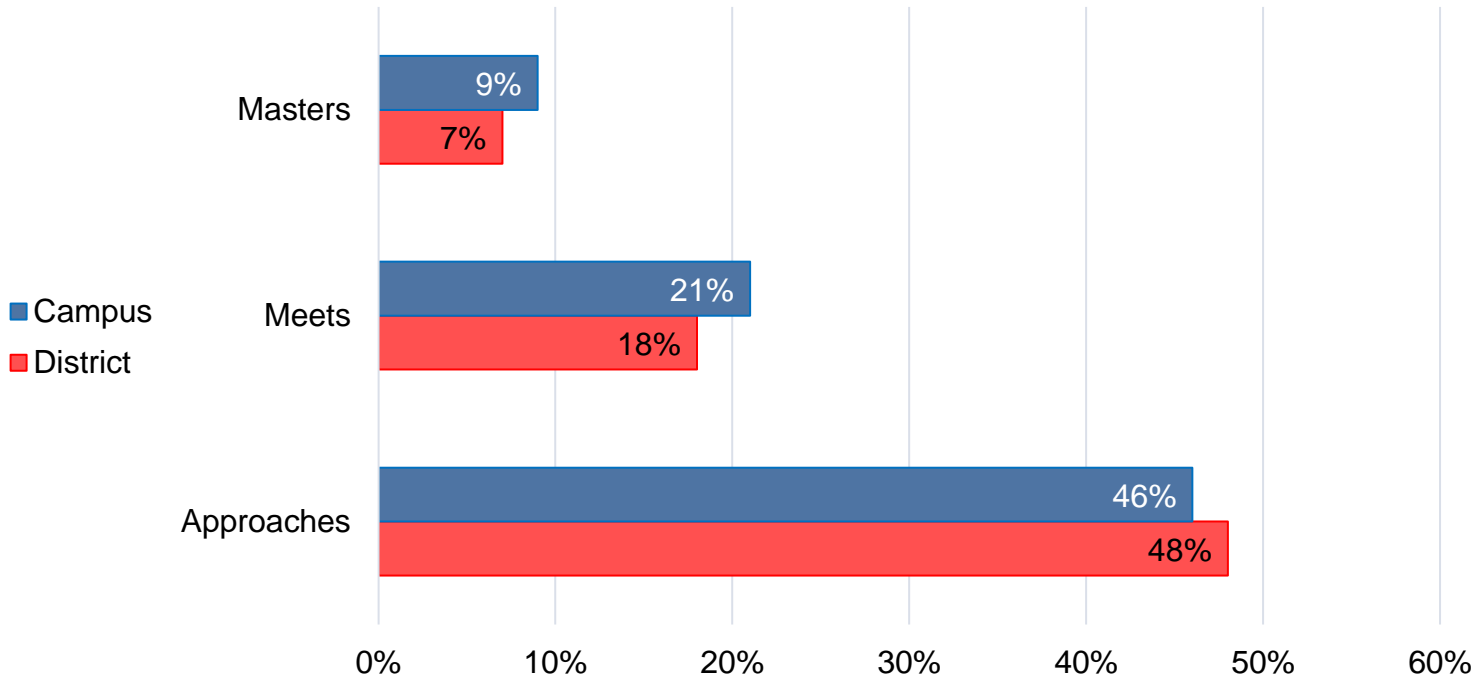


# THIRD GRADE 21-22 READING FALL INTERIM

*Comanche Springs Spurs*



## 21-22 Reading Fall Interim



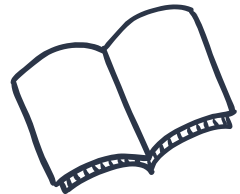
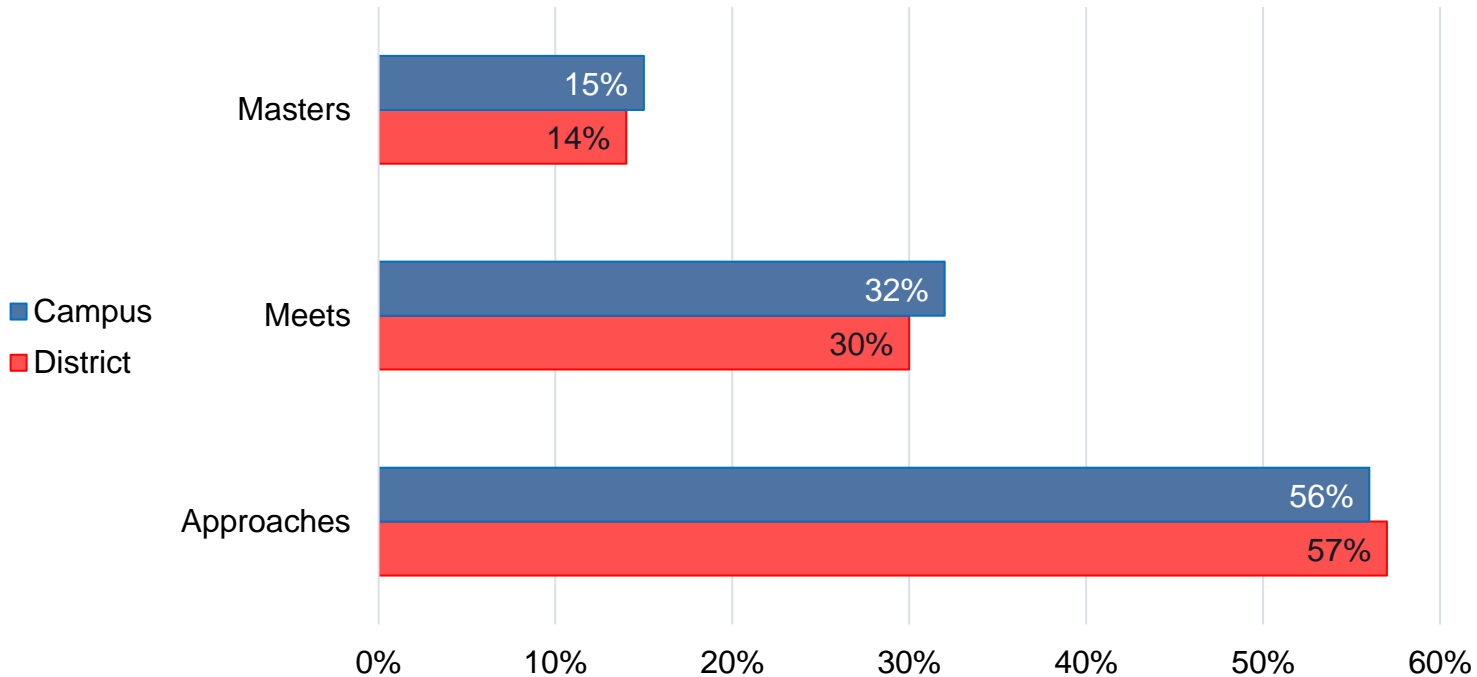
# THIRD GRADE 21-22

## READING SPRING INTERIM

*Comanche Springs Spurs*



### 21-22 Reading Spring Interim

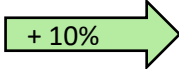
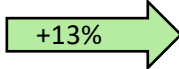
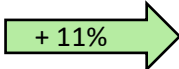
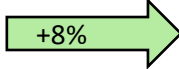
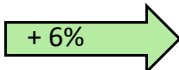
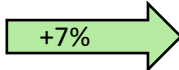


# THIRD GRADE 21-22

## READING INTERIMS VS. STAAR

Comanche Springs Spurs



Reading Data	Fall Interim	Spring Interim	2022 STAAR
<b>Approaches</b>	46% 	56% 	69%
<b>Meets</b>	21% 	32% 	40%
<b>Masters</b>	9% 	15% 	22%

Overall, Fall Interim Approaches → 2022 Reading STAAR Approaches = 23% increase.

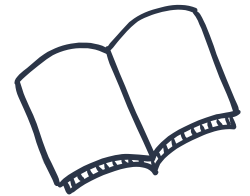
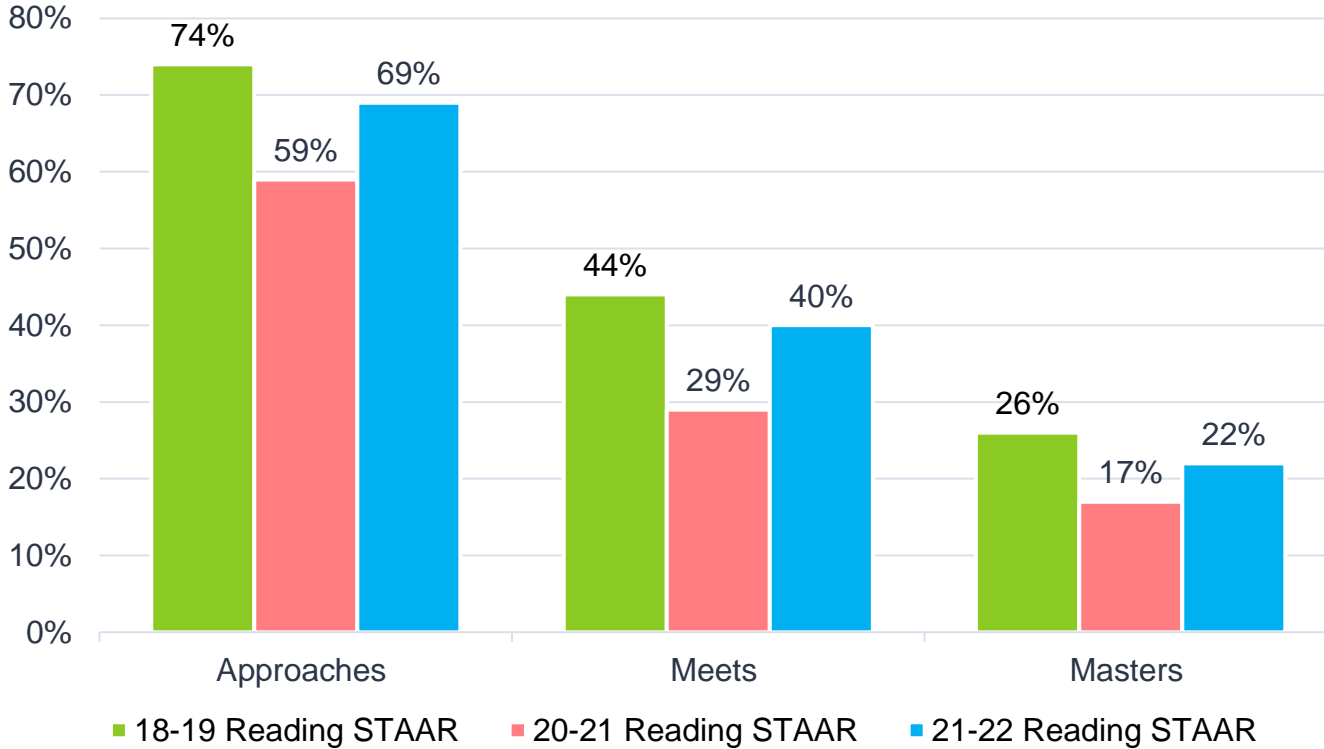
Overall, Fall Interim Meets → 2022 Reading STAAR Meets = 19% increase.

Overall, Fall Interim Masters → 2022 Reading STAAR Masters = 13% increase.



# THIRD GRADE 19-21 READING STAAR DATA

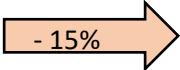
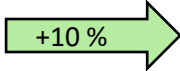
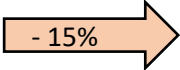
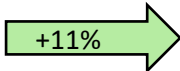
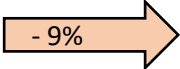
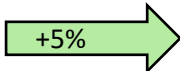
*Comanche Springs Spurs*



# THIRD GRADE 19-21

## CUMULATIVE READING DATA

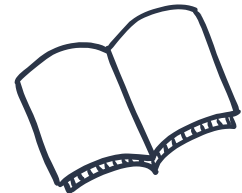


Cumulative Data	2019 Reading STAAR	2021 Reading STAAR	2022 Reading STAAR
<b>Approaches</b>	74% 	59% 	69%
<b>Meets</b>	44% 	29% 	40%
<b>Masters</b>	26% 	17% 	22%

Overall, 2019 Reading STAAR → 2022 Reading STAAR Approaches = 5% decrease

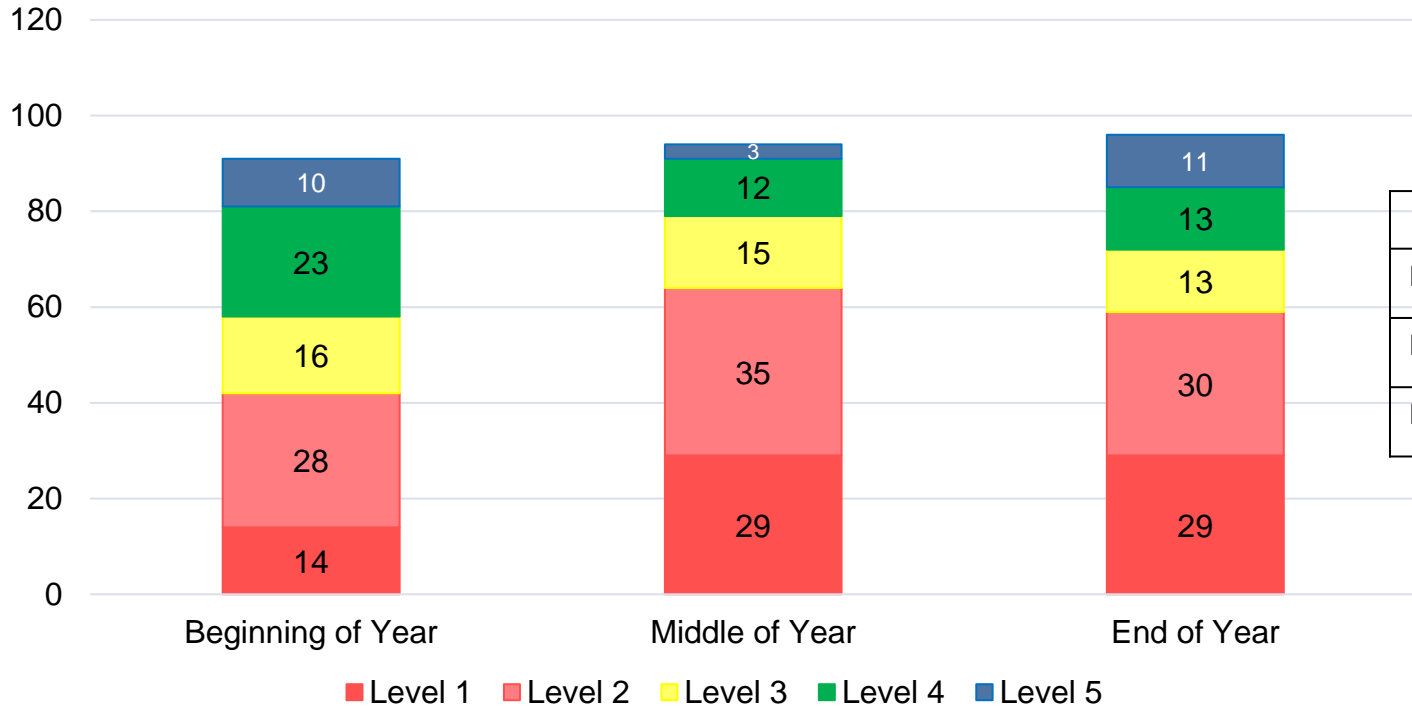
Overall, 2019 Reading STAAR → 2022 Reading STAAR Meets = 4% decrease

Overall, 2019 Reading STAAR → 2022 Reading STAAR Masters = 4% decrease



# THIRD GRADE 21-22

## MATH ISIP



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

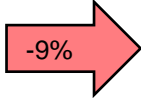


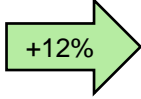
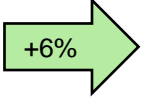

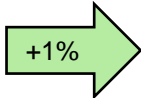
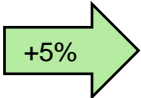



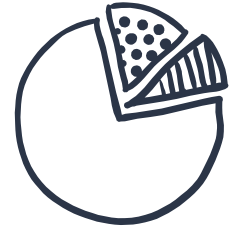
# THIRD GRADE 21-22

## MATH DCA DATA

Comanche Springs Spurs



Math Data	DCA 1	DCA 2	DCA 3	DCA 4	2022 STAAR
Approaches	84% 	75% 	74% 	73%	65%
Meets	39% 	51% 	57% 	32%	34%
Masters	24% 	23% 	28% 	17%	12%



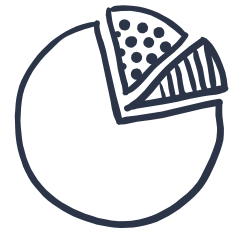
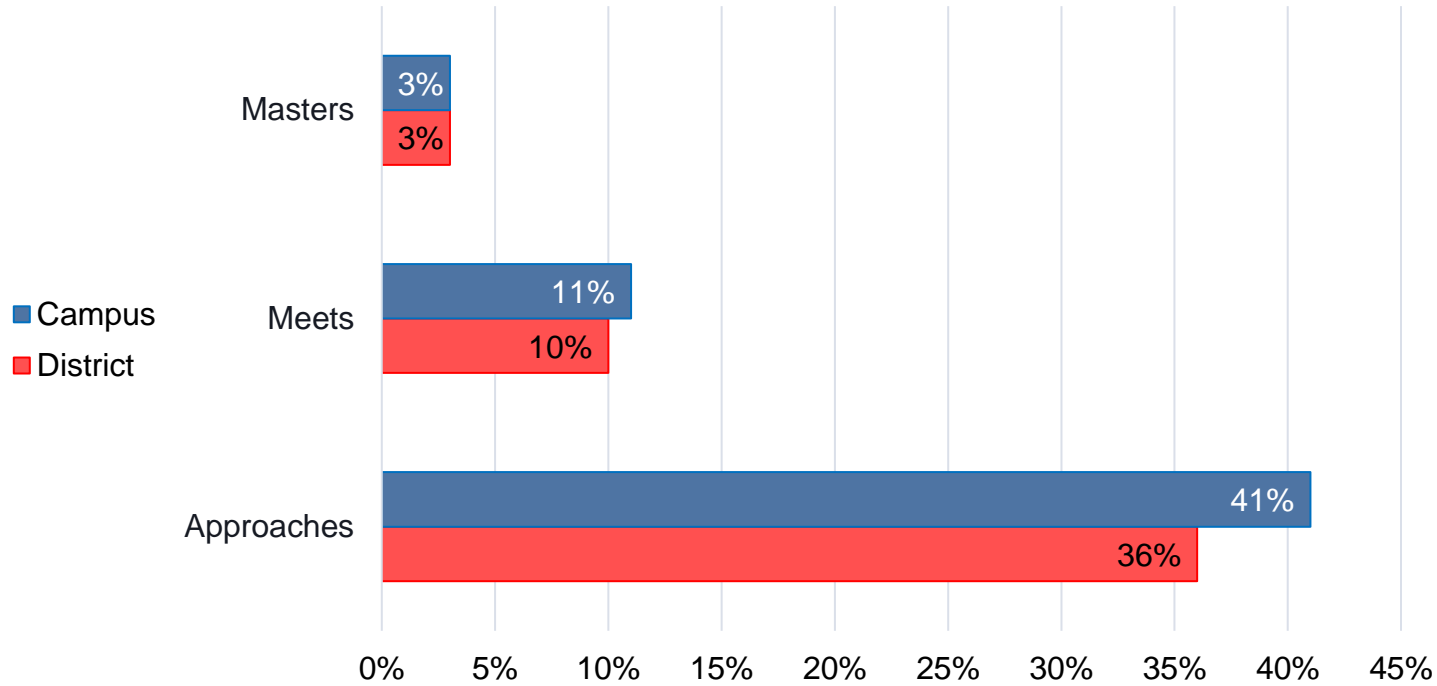


# THIRD GRADE 21-22 MATH FALL INTERIM

*Comanche Springs Spurs*



## 21-22 Math Fall Interim



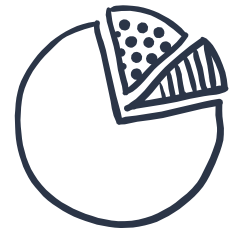
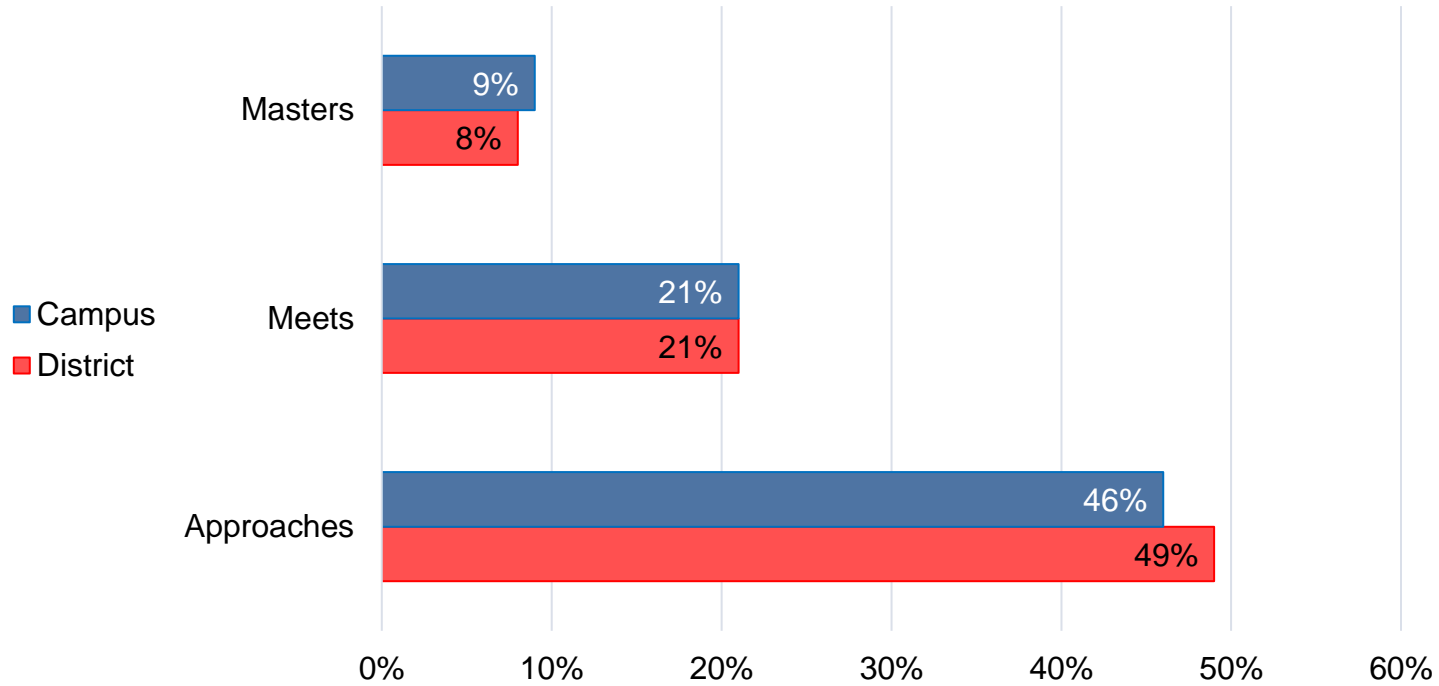
# THIRD GRADE 21-22

## MATH SPRING INTERIM

*Comanche Springs Spurs*



### 21-22 Math Spring Interim

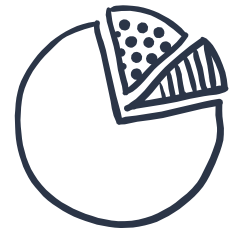
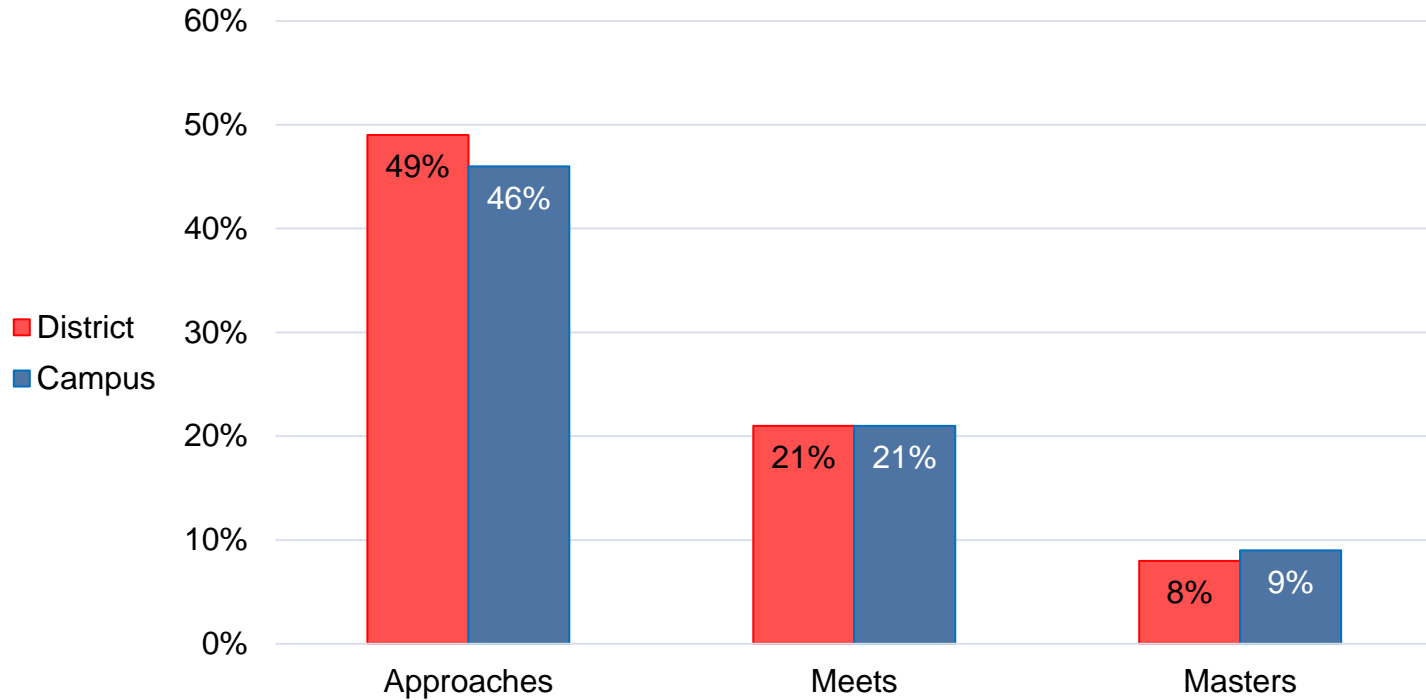


# THIRD GRADE 21-22 MATH SPRING INTERIM

*Comanche Springs Spurs*



## 21-22 Math Spring Interim

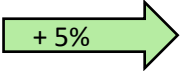
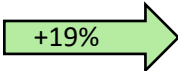
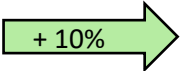
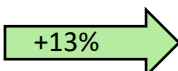
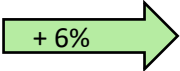
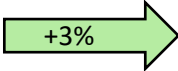


# THIRD GRADE 21-22

## MATH INTERIMS VS. STAAR

Comanche Springs Spurs

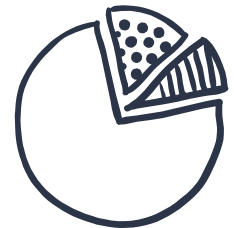


Math Data	Fall Interim	Spring Interim	2022 STAAR
<b>Approaches</b>	41% 	46% 	65%
<b>Meets</b>	11% 	21% 	34%
<b>Masters</b>	3% 	9% 	12%

Overall, Fall Interim Approaches → 2022 Math STAAR Approaches = 24% increase.

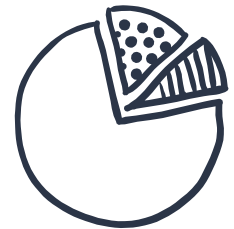
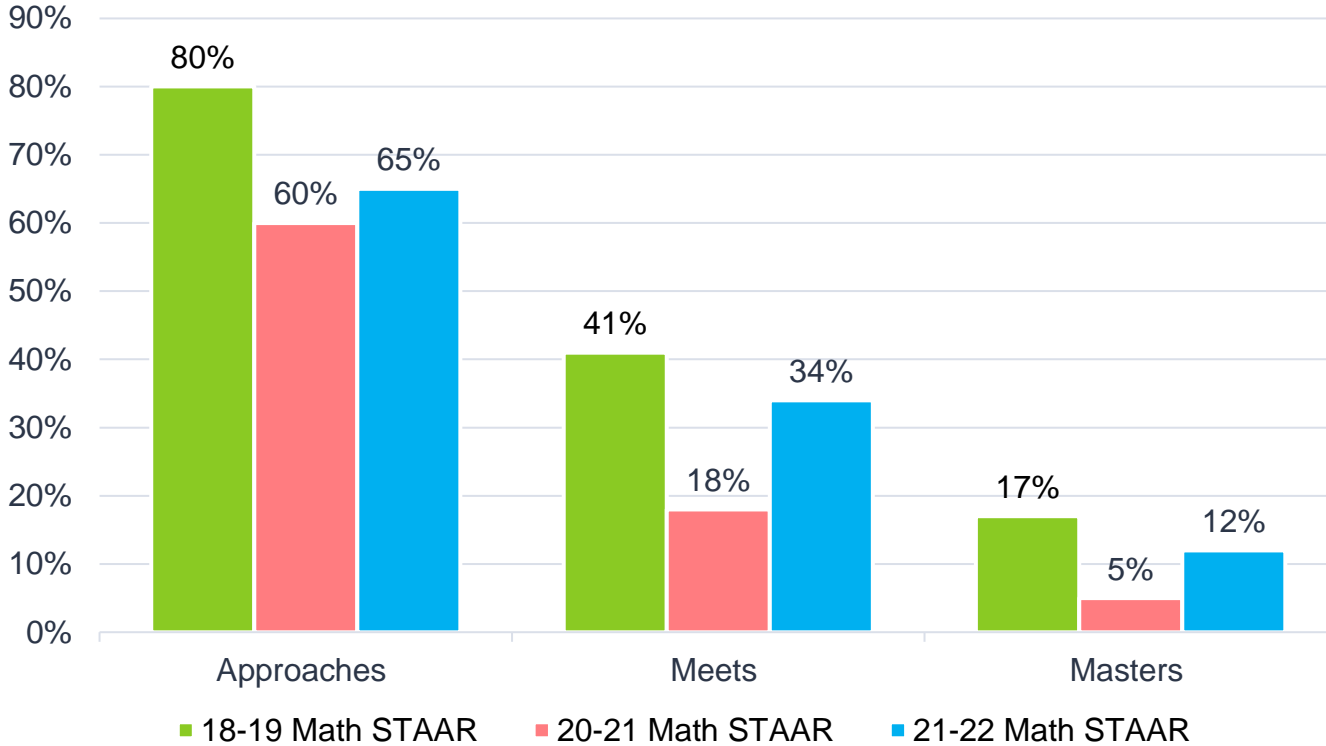
Overall, Fall Interim Meets → 2022 Math STAAR Meets = 23% increase.

Overall, Fall Interim Masters → 2022 Math STAAR Masters = 9% increase.



# THIRD GRADE 19-21 MATH STAAR DATA

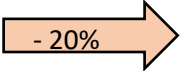
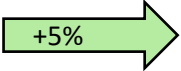
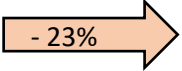
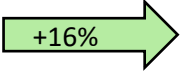
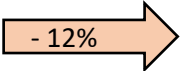
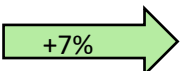
*Comanche Springs Spurs*



# THIRD GRADE 19-21 CUMULATIVE MATH DATA

Comanche Springs Spurs



Cumulative Data	2019 Math STAAR	2021 Math STAAR	2022 Math STAAR
<b>Approaches</b>	80% 	60% 	65%
<b>Meets</b>	41% 	18% 	34%
<b>Masters</b>	17% 	5% 	12%

Overall, 2019 Math STAAR → 2022 Math STAAR Approaches = 15% decrease  
Overall, 2019 Math STAAR → 2022 Math STAAR Meets = 7% decrease  
Overall, 2019 Math STAAR → 2022 Math STAAR Masters = 5% decrease





# FOURTH GRADE DATA

# FOURTH GRADE 21-22

## BAS DATA

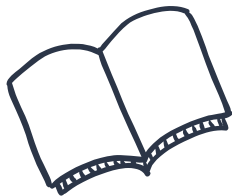
Comanche Springs Spurs



BAS Expectations	Kinder BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY= J/K MOY= K/L EOY= M/N			3rd BOY=M/N MOY=N/O EOY= P/Q			4th BOY= P/Q MOY=Q/R EOY=S/T			5th BOY = S/T MOY = T/U EOY = V/W			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
BOY	1	0	0	0	1	0	1	0	3	0	3	2	4	6	4	23	21	11	1	0	0	0	0
MOY	1	0	0	0	0	1	0	1	0	2	1	2	4	1	3	7	20	18	3	1	1	0	0
EOY	0	1	0	0	0	0	1	0	1	0	2	1	3	3	2	3	6	10	6	0	0	0	0

**Note:**  
Not every student tested at this grade level. Only new or concerning students

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
<b>BOY</b>	25/81= 31%	44/81= 54%	12/81= 15%
<b>MOY</b>	23/66= 35%	38/66= 58%	5/66= 8%
<b>EOY</b>	33/39= 85%	6/39= 15%	0/39= 0%

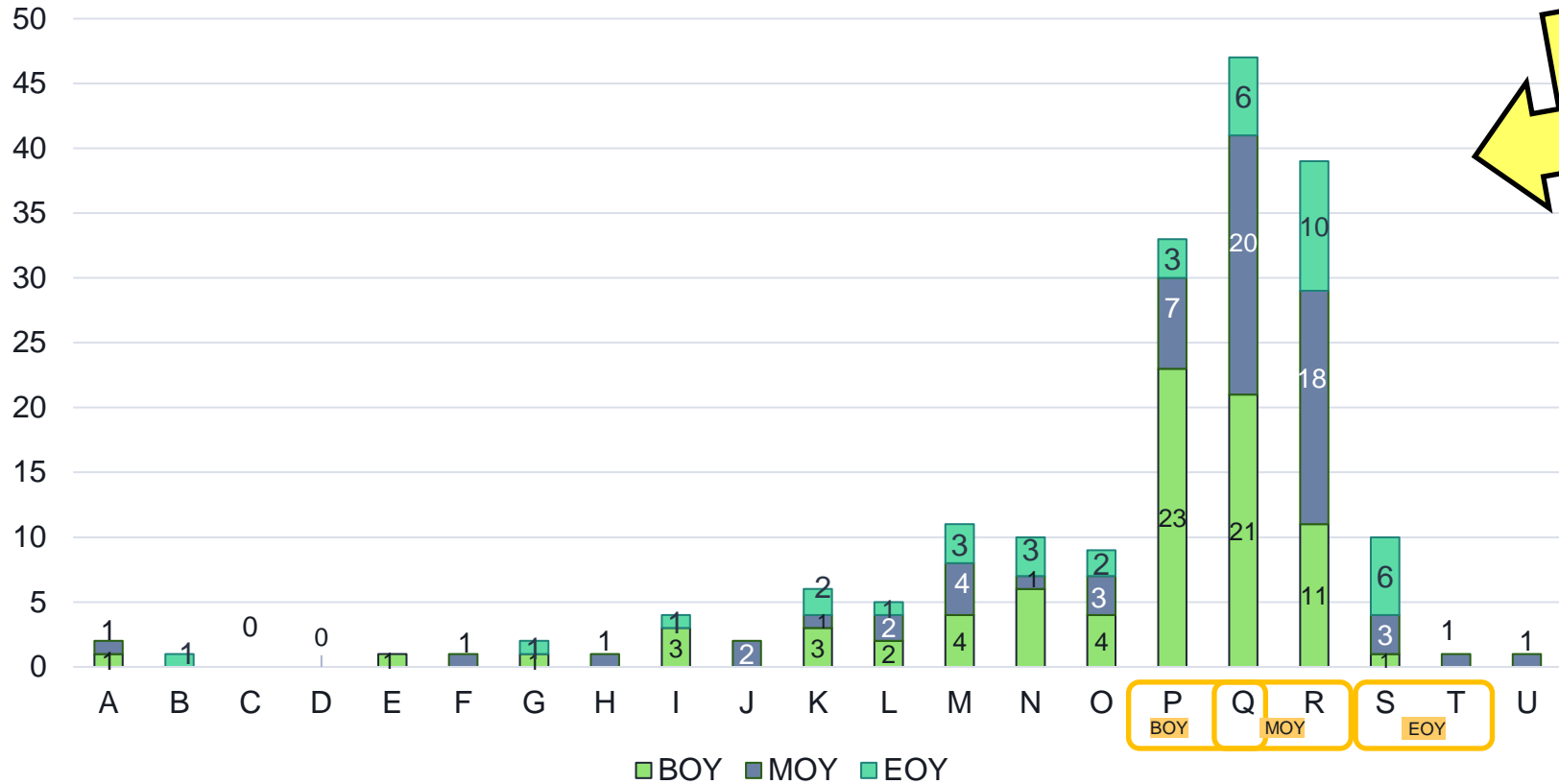




# FOURTH GRADE 21-22

## BAS DATA CHARTED

Comanche Springs Spurs



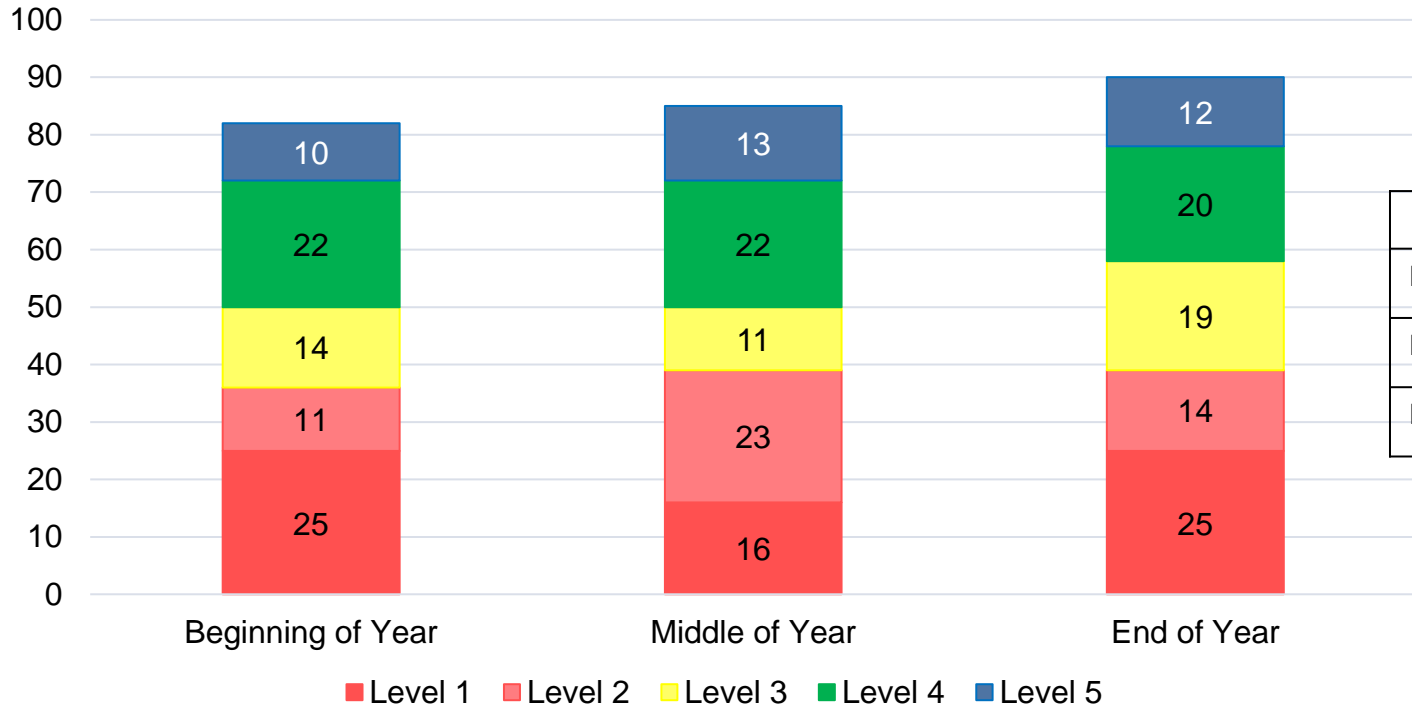
**Note:**  
Not every student tested at this grade level. Only new or concerning students

BOY MOY EOY

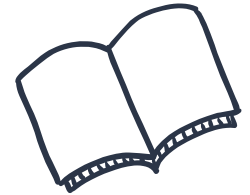


# FOURTH GRADE 21-22

## READING ISIP



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

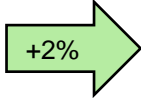
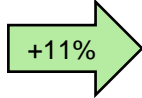
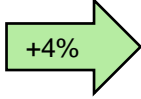
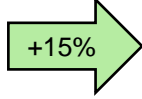
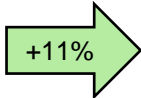



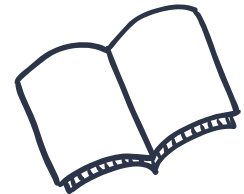
# FOURTH GRADE 21-22

## READING DCA DATA

Comanche Springs Spurs



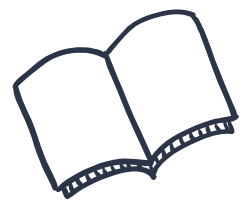
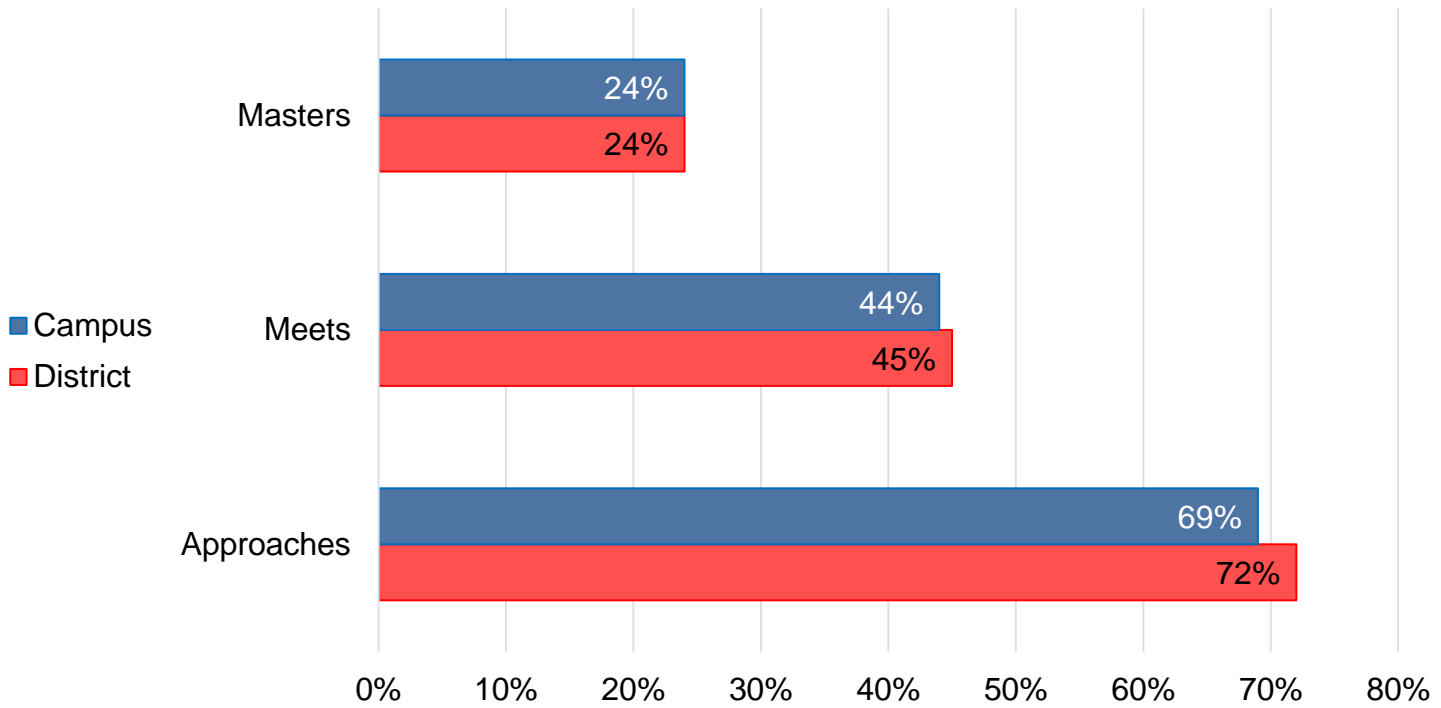
Reading Data	DCA 1	DCA 2	DCA 4	2022 STAAR
Approaches	52% 	54% 	65%	79%
Meets	20% 	24% 	39%	49%
Masters	7% 	18% 	14%	28%



# FOURTH GRADE 21-22 READING FALL INTERIM



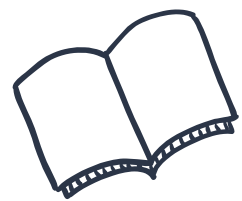
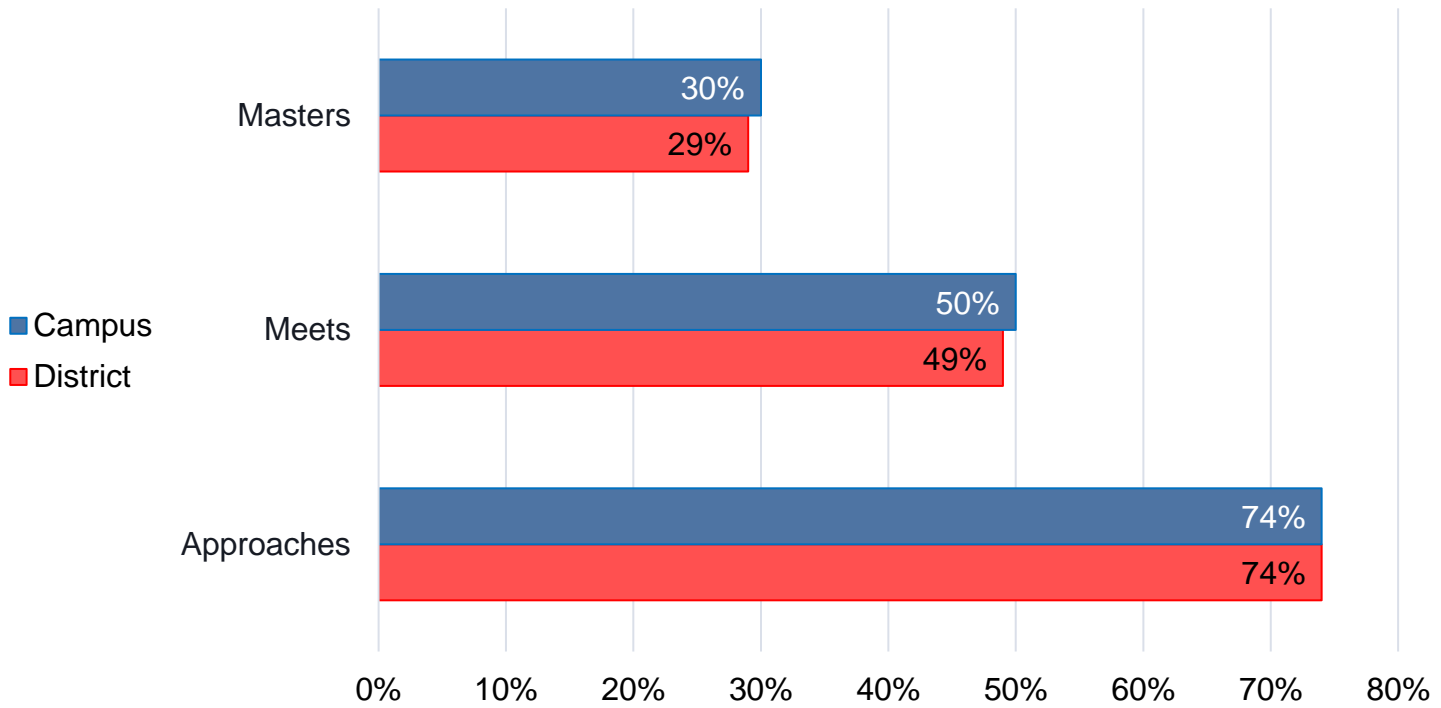
## 21-22 Reading Fall Interim



# FOURTH GRADE 21-22 READING SPRING INTERIM

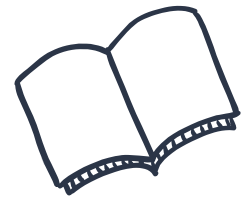
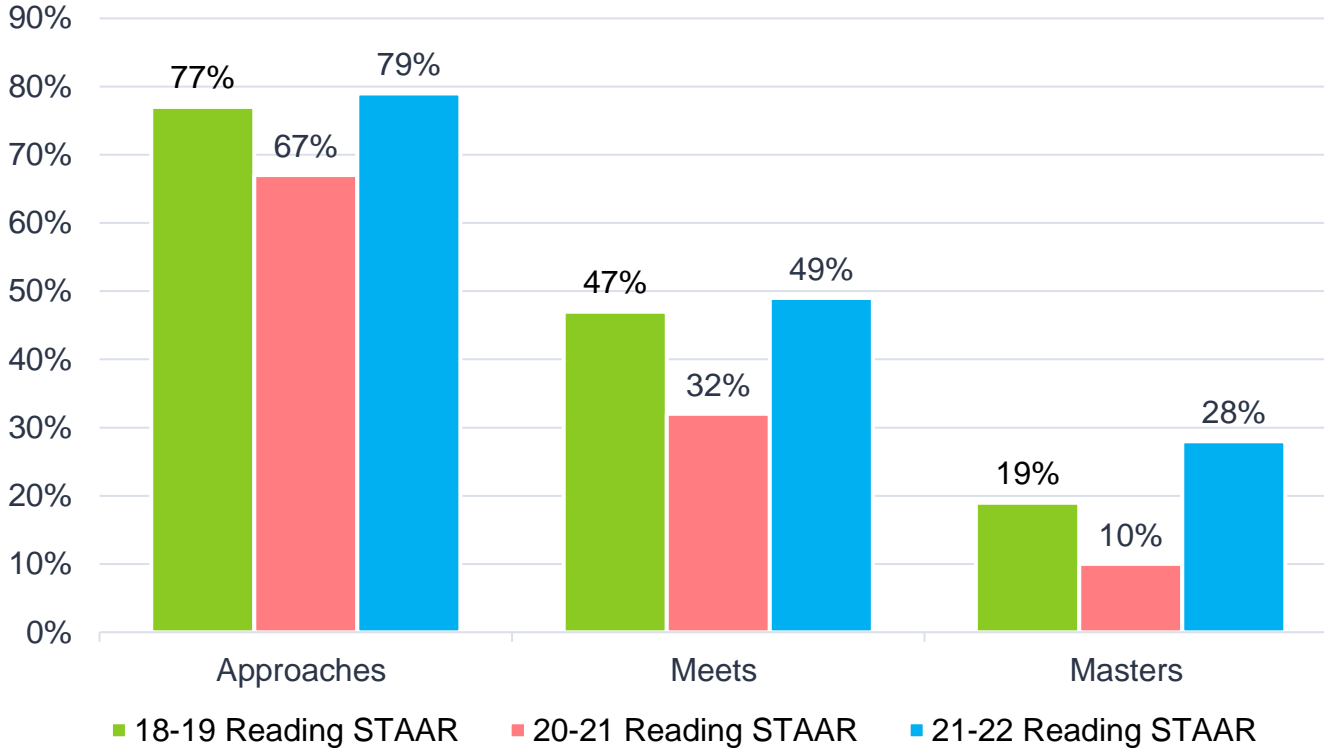


## 21-22 Reading Spring Interim



# FOURTH GRADE 19-21 READING STAAR DATA

*Comanche Springs Spurs*

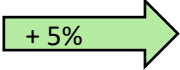
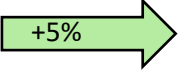
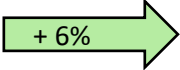
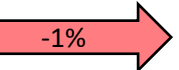
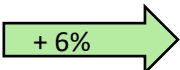
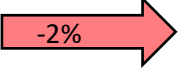


# FOURTH GRADE 21-22

## READING INTERIMS VS. STAAR

Comanche Springs Spurs

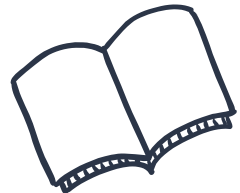


Reading Data	Fall Interim	Spring Interim	2022 STAAR
<b>Approaches</b>	69% 	74% 	79%
<b>Meets</b>	44% 	50% 	49%
<b>Masters</b>	24% 	30% 	28%

Overall, Fall Interim Approaches → 2021 Reading STAAR Approaches = 10% increase.

Overall, Fall Interim Meets → 2021 Reading STAAR Meets = 5% increase.

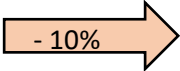
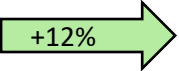
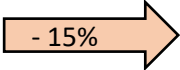
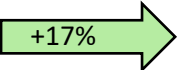
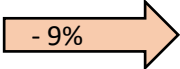
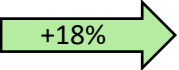
Overall, Fall Interim Masters → 2021 Reading STAAR Masters = 4% increase.



# FOURTH GRADE 19-21 CUMULATIVE READING DATA

Comanche Springs Spurs

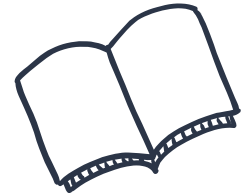


Cumulative Data	2019 Reading STAAR	2021 Reading STAAR	2022 Reading STAAR
<b>Approaches</b>	77% 	67% 	79%
<b>Meets</b>	47% 	32% 	49%
<b>Masters</b>	19% 	10% 	28%

Overall, 2019 Reading STAAR → 2022 Reading STAAR Approaches = 2% increase

Overall, 2019 Reading STAAR → 2022 Reading STAAR Meets = 2% increase

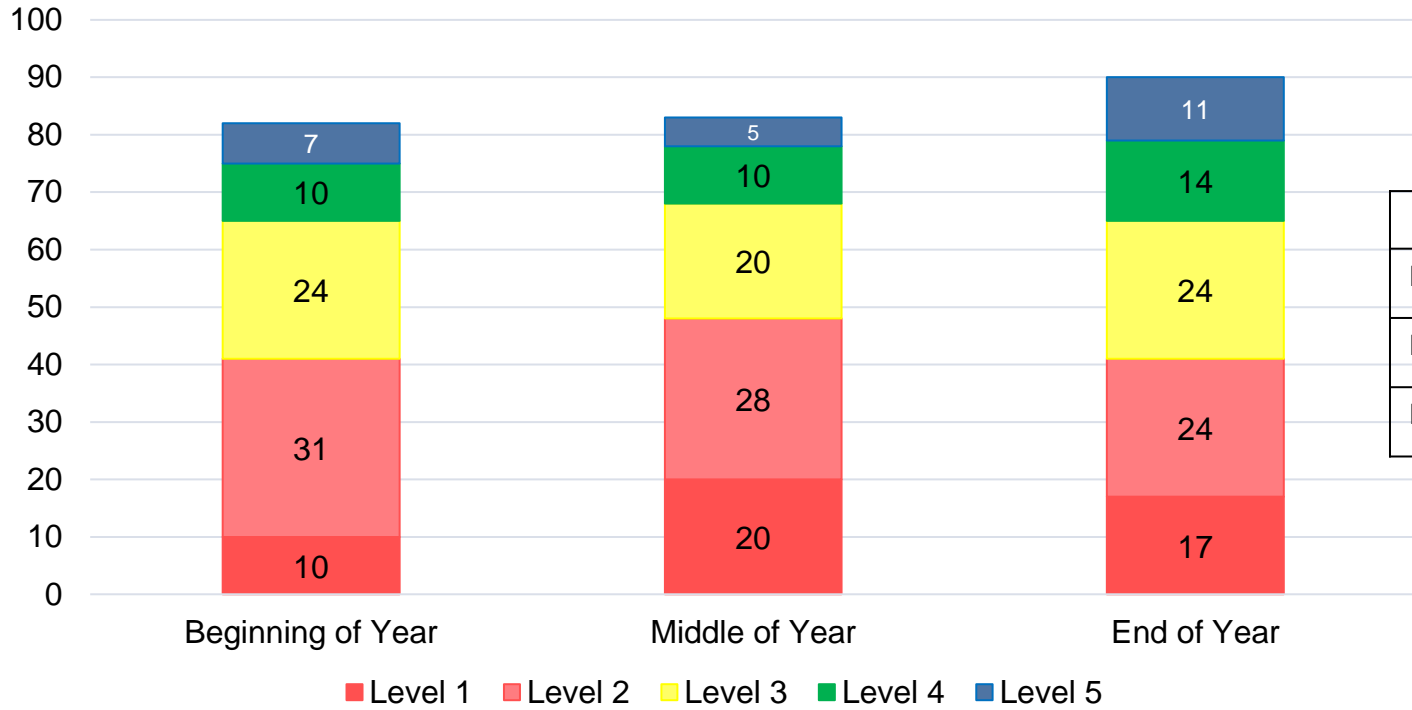
Overall, 2019 Reading STAAR → 2022 Reading STAAR Masters = 9% increase



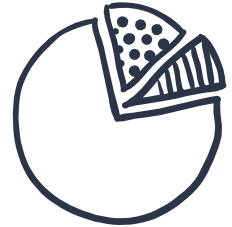


# FOURTH GRADE 21-22

## MATH ISIP



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




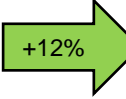


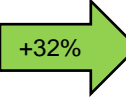


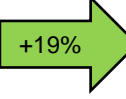

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

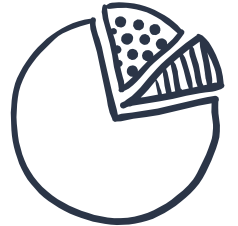
# FOURTH GRADE 21-22

## MATH DCA DATA

Comanche Springs Spurs



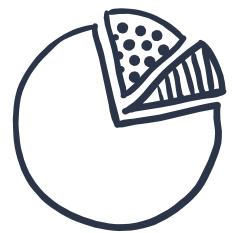
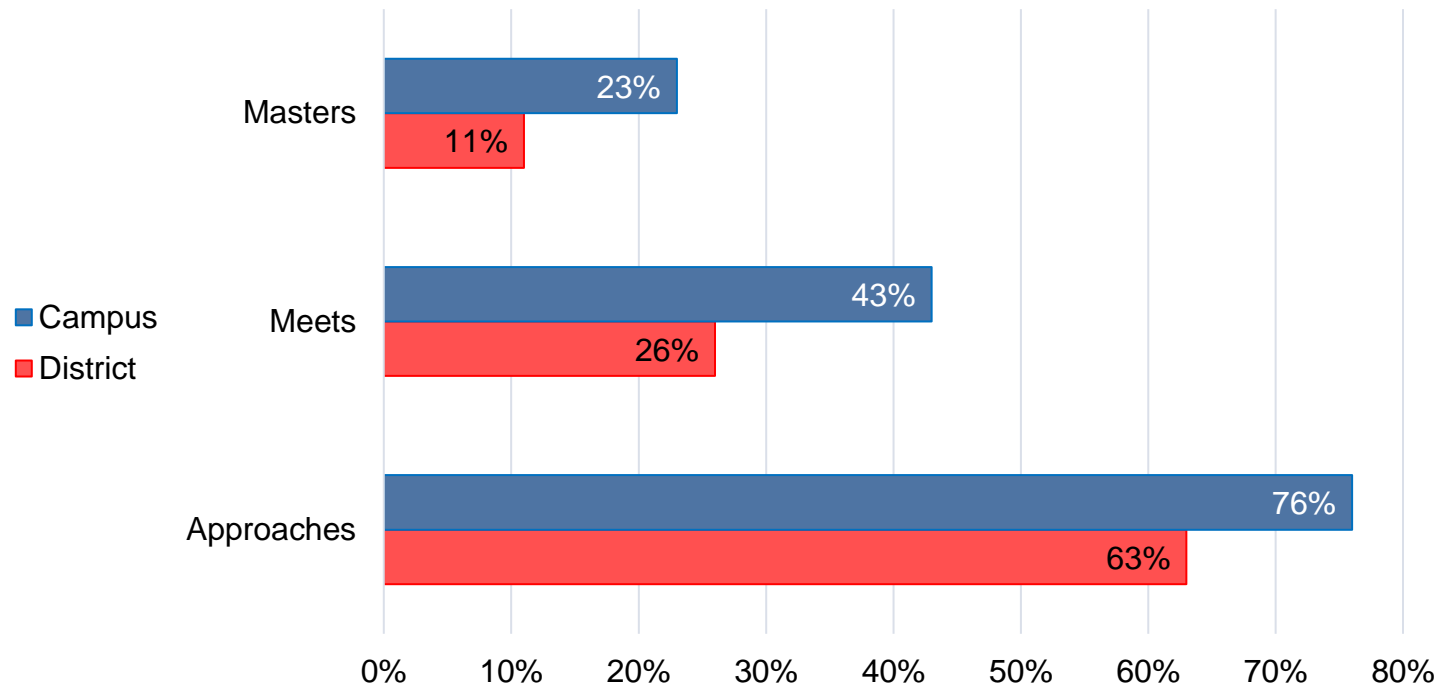
Math Data	DCA 1	DCA 2	DCA 3	DCA 4	2022 STAAR
Approaches	80% 	69% 	81% 	69%	64%
Meets	62% 	35% 	67% 	50%	29%
Masters	48% 	25% 	44% 	31%	17%



# FOURTH GRADE 21-22 MATH FALL INTERIM



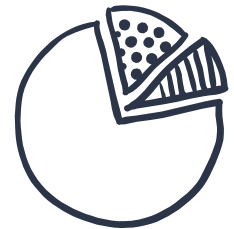
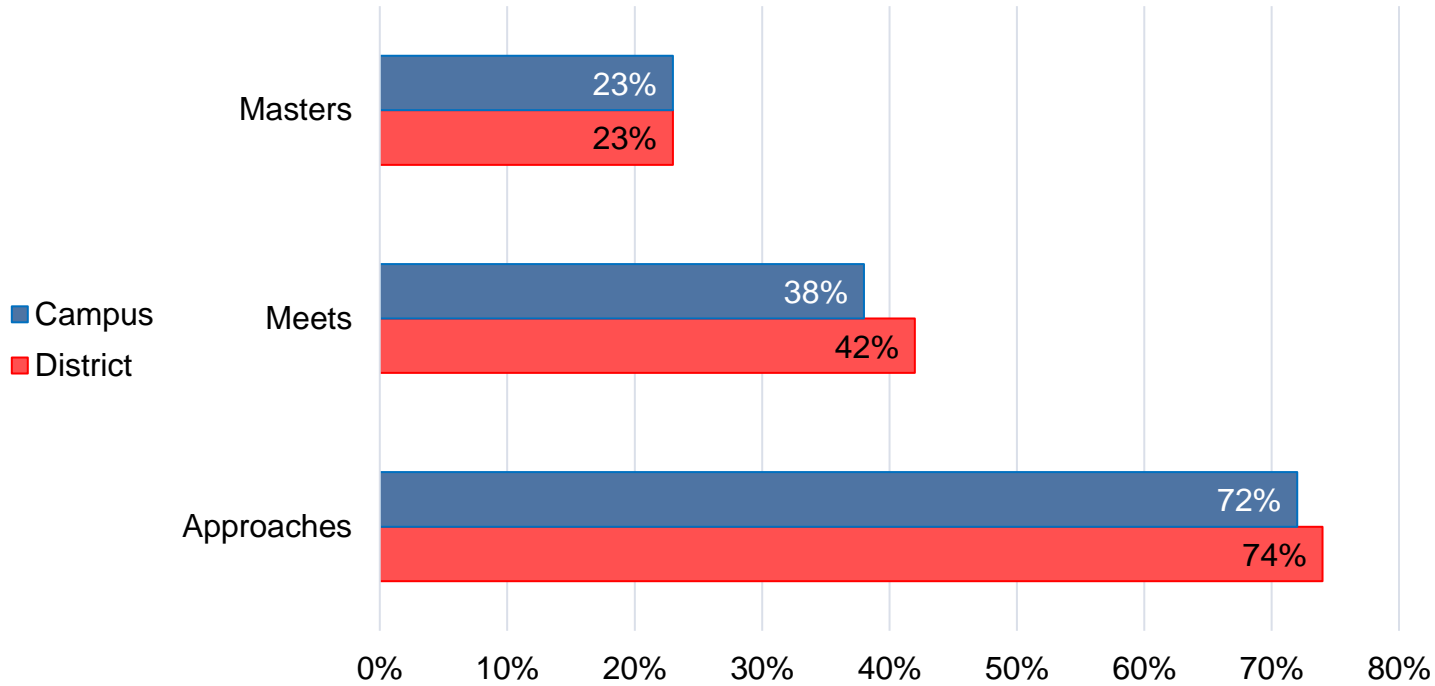
## 21-22 Math Fall Interim



# FOURTH GRADE 21-22 MATH SPRING INTERIM

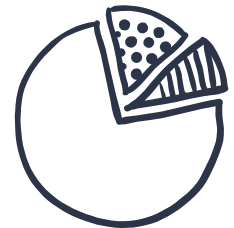
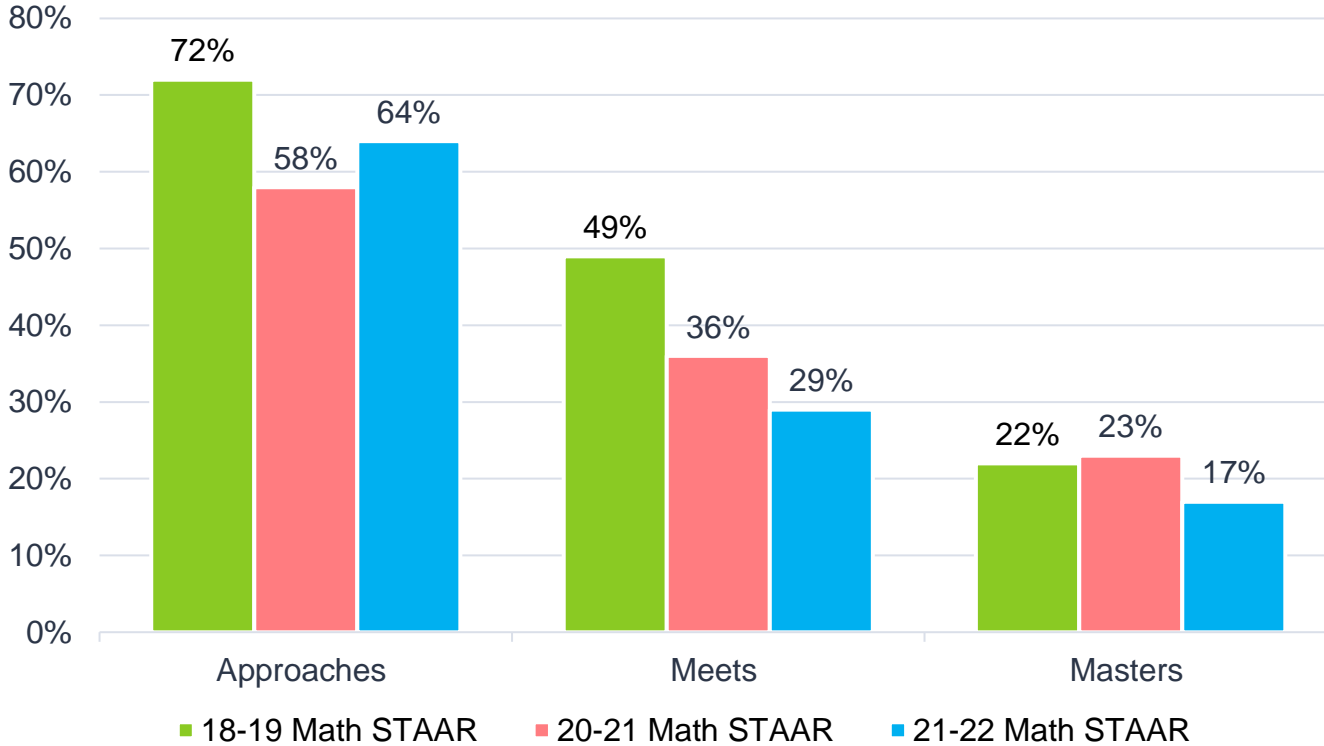


## 21-22 Math Spring Interim



# FOURTH GRADE 19-21 MATH STAAR DATA

*Comanche Springs Spurs*

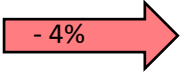
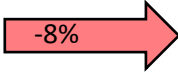
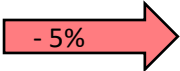
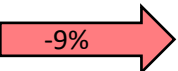
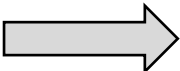
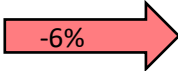


# FOURTH GRADE 21-22

## MATH INTERIMS VS. STAAR

Comanche Springs Spurs

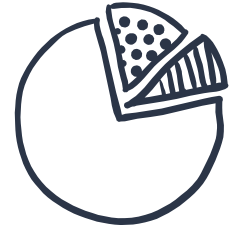


Math Data	Fall Interim	Spring Interim	2022 STAAR
<b>Approaches</b>	76% 	72% 	64%
<b>Meets</b>	43% 	38% 	29%
<b>Masters</b>	23% 	23% 	17%

Overall, Fall Interim Approaches → 2022 Math STAAR Approaches = 12% decrease.

Overall, Fall Interim Meets → 2022 Math STAAR Meets = 14% decrease.

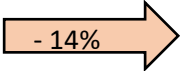
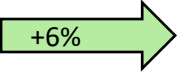
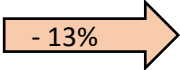
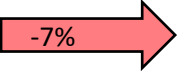
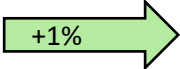
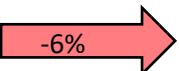
Overall, Fall Interim Masters → 2022 Math STAAR Masters = 6% decrease.



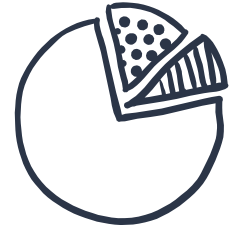
# FOURTH GRADE 19-21 CUMULATIVE MATH DATA

Comanche Springs Spurs



Cumulative Data	2019 Math STAAR	2021 Math STAAR	2022 Math STAAR
<b>Approaches</b>	72% 	58% 	64%
<b>Meets</b>	49% 	36% 	29%
<b>Masters</b>	22% 	23% 	17%

Overall, 2019 Math STAAR → 2022 Math STAAR Approaches = 8% decrease  
 Overall, 2019 Math STAAR → 2022 Math STAAR Meets = 20% decrease  
 Overall, 2019 Math STAAR → 2022 Math STAAR Masters = 5% decrease





# FIFTH GRADE DATA



# FIFTH GRADE 21-22

## BAS DATA

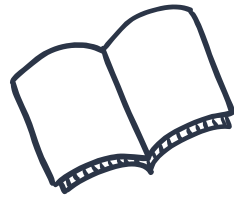
Comanche Springs Spurs



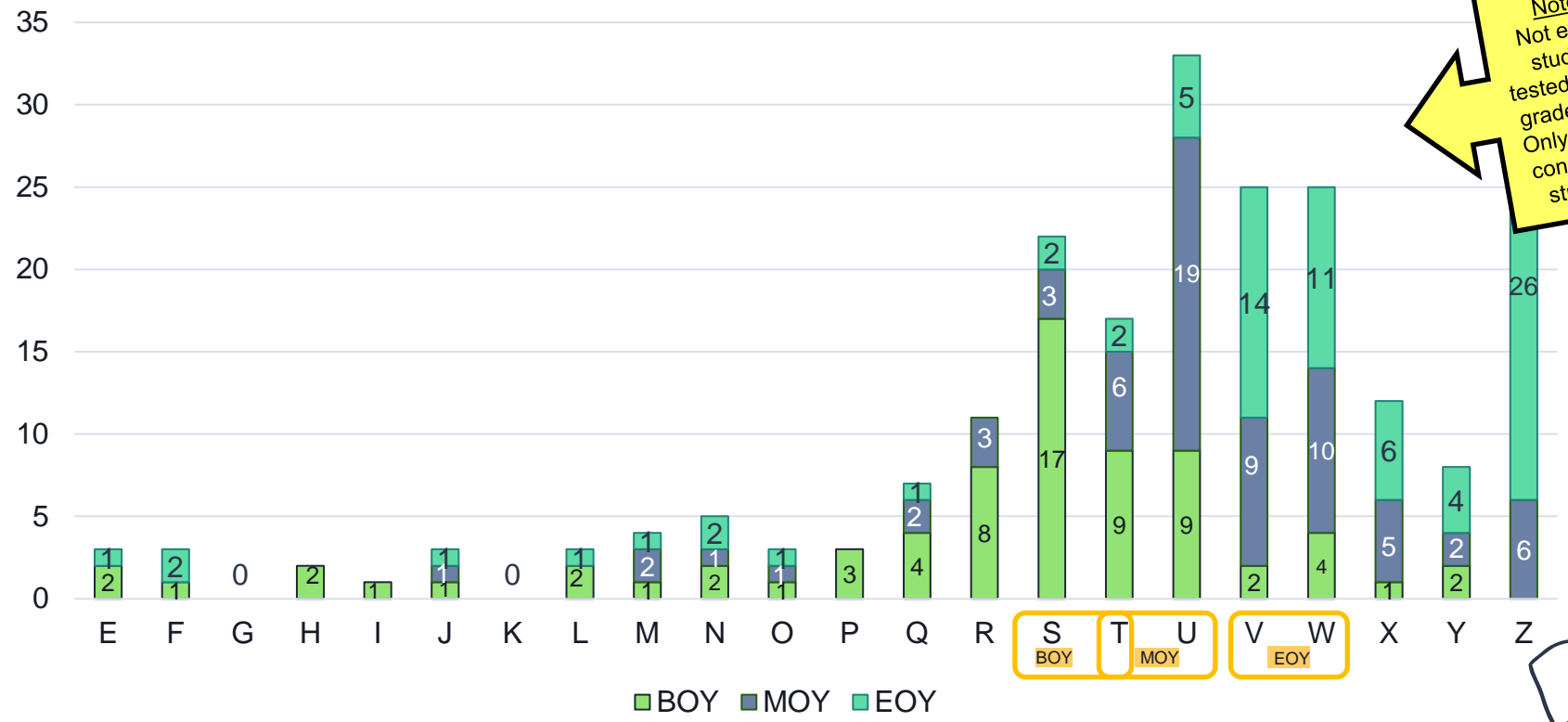
BAS Expectations	1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY = J/K MOY = K/L EOY = M/N			3rd BOY = M/N MOY = N/O EOY = P/Q			4th BOY = P/Q MOY = Q/R EOY = S/T			5th BOY = S/T MOY = T/U EOY = V/W						
	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
BOY	2	1	0	2	1	1	0	2	1	2	1	3	4	8	17	9	9	2	4	1	2	0
MOY	0	0	0	0	0	1	0	0	2	1	1	0	2	3	3	6	19	9	10	5	2	6
EOY	1	2	0	0	0	1	0	1	1	2	1	0	1	0	2	2	5	14	11	6	4	26

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
<b>BOY</b>	28/72 = 39%	26/72 = 36%	18/72 = 25%
<b>MOY</b>	13/70 = 19%	25/70 = 36%	32/70 = 46%
<b>EOY</b>	19/80 = 24%	25/80 = 31%	36/80 = 45%

**Note:**  
Not every student tested at this grade level. Only new or concerning students



# FIFTH GRADE 21-22 BAS DATA CHARTED

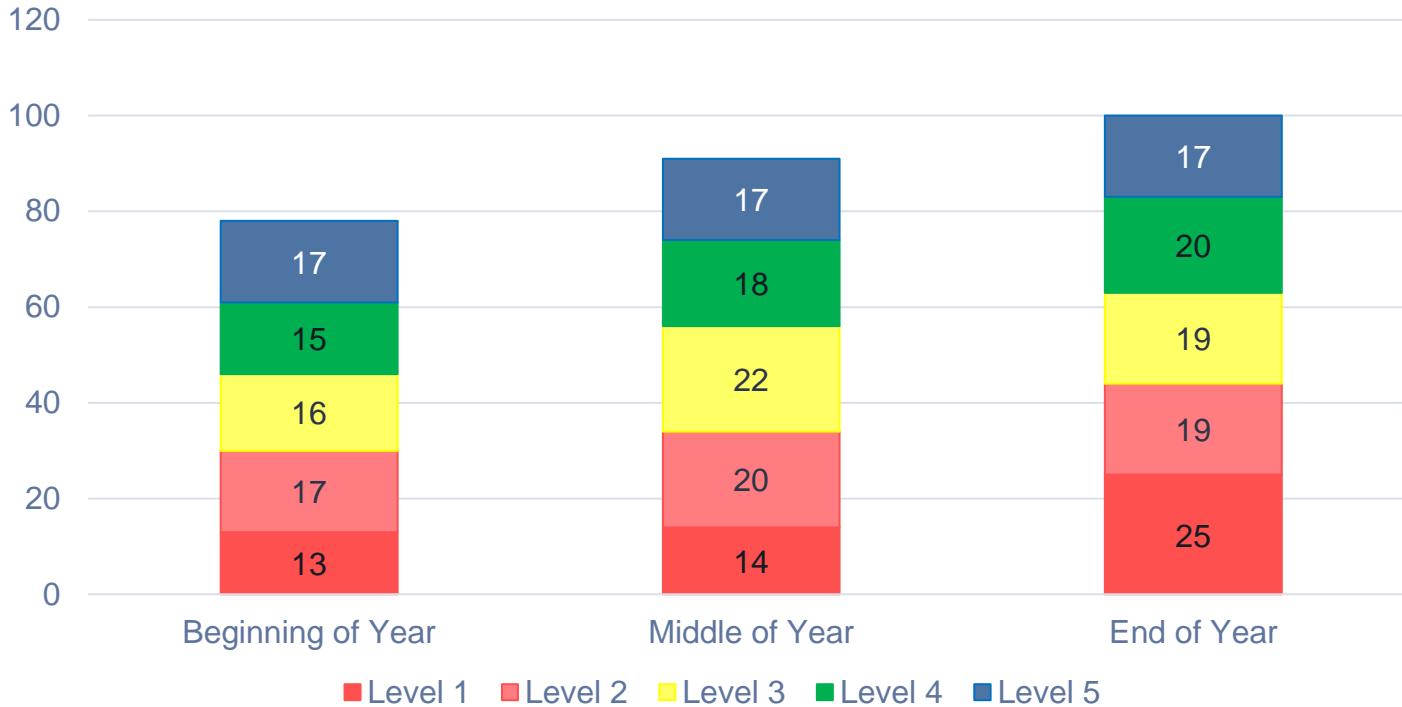
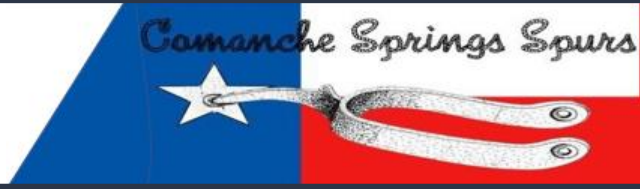


**Note:**  
Not every student tested at this grade level. Only new or concerning students

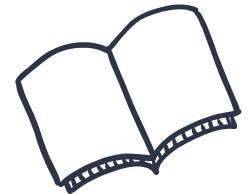


# FIFTH GRADE 21-22

## READING ISIP



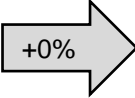

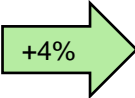
LEVEL GUIDELINES	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3

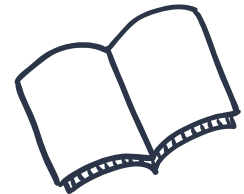


# FIFTH GRADE 21-22 READING DCA DATA

Comanche Springs Spurs



Reading Data	DCA 1	DCA 2	2022 STAAR
Approaches	52% 	52%	80%
Meets	28% 	25%	52%
Masters	9% 	13%	29%

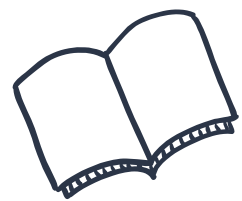
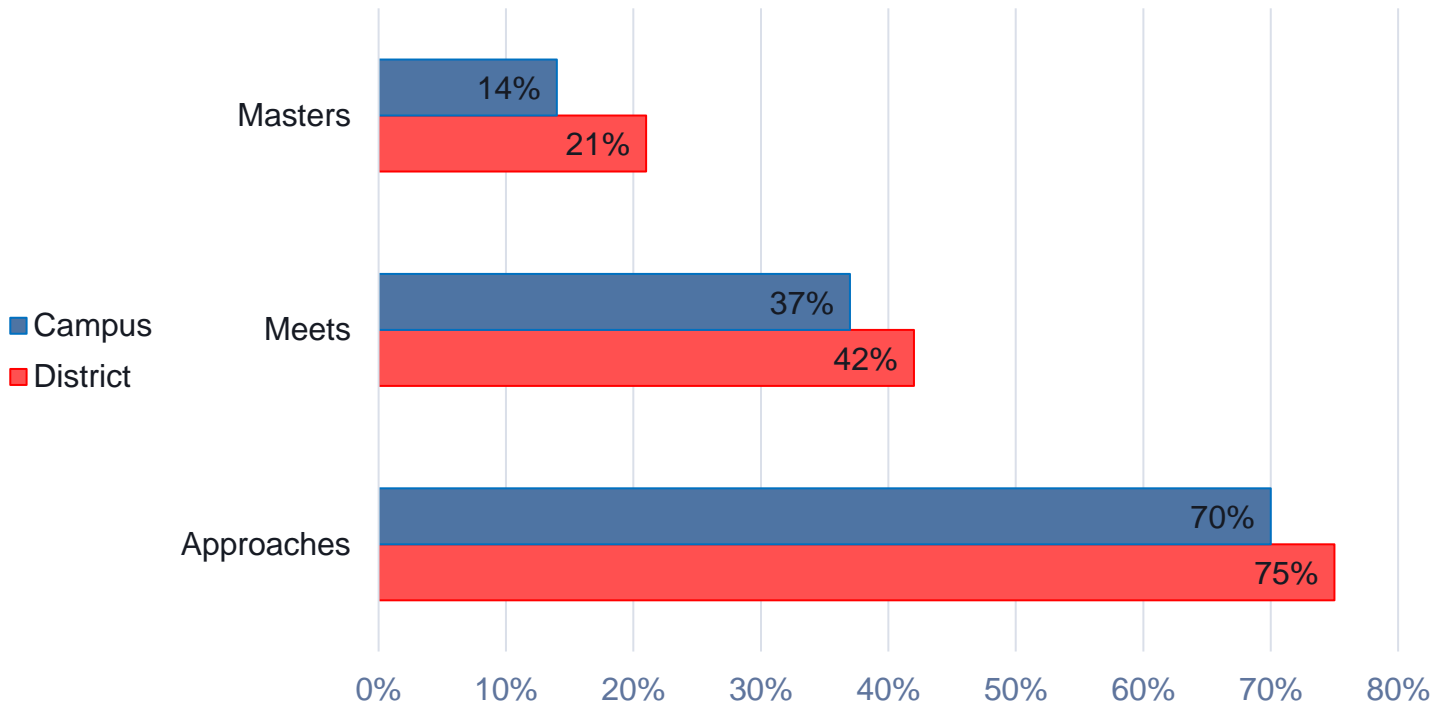


# FIFTH GRADE 21-22

## READING FALL INTERIM



### 21-22 Reading Fall Interim

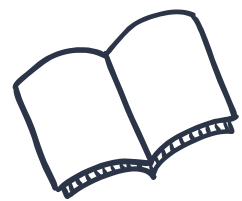
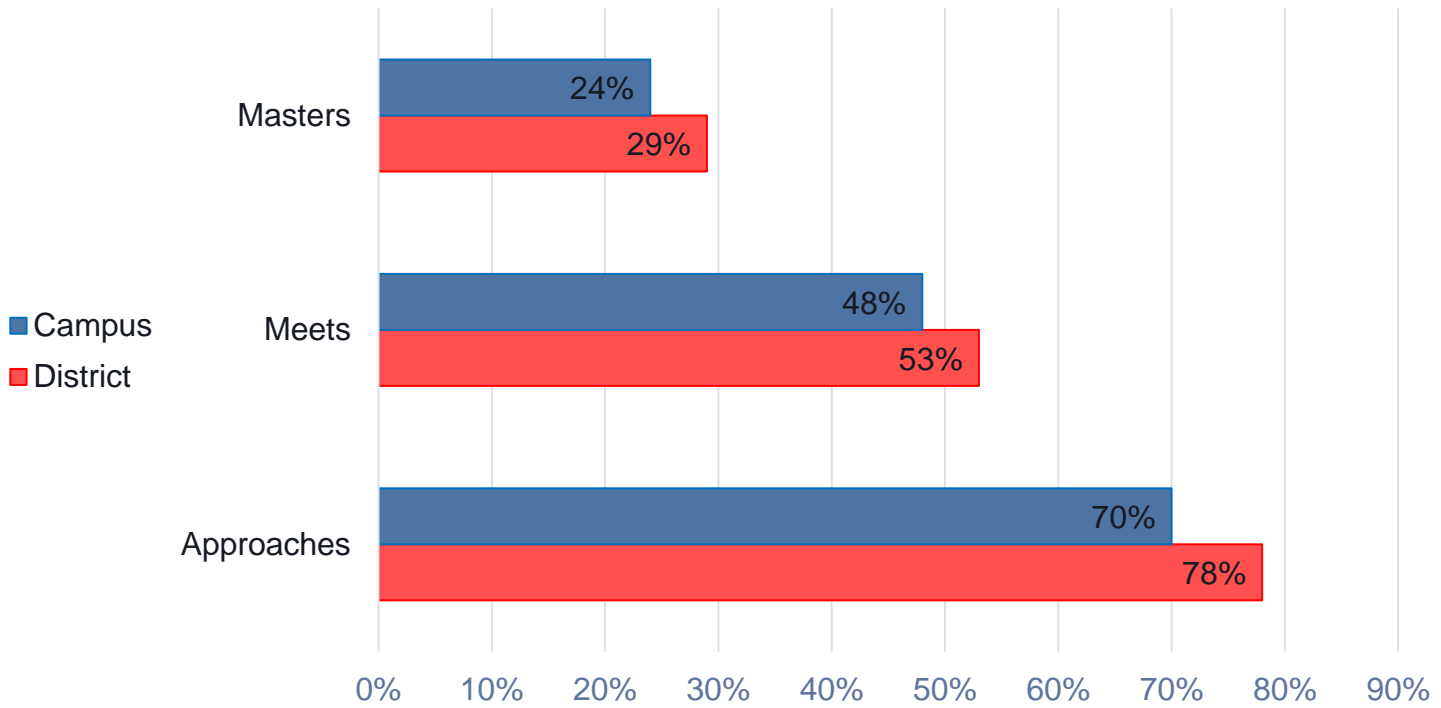


# FIFTH GRADE 21-22

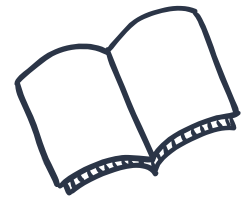
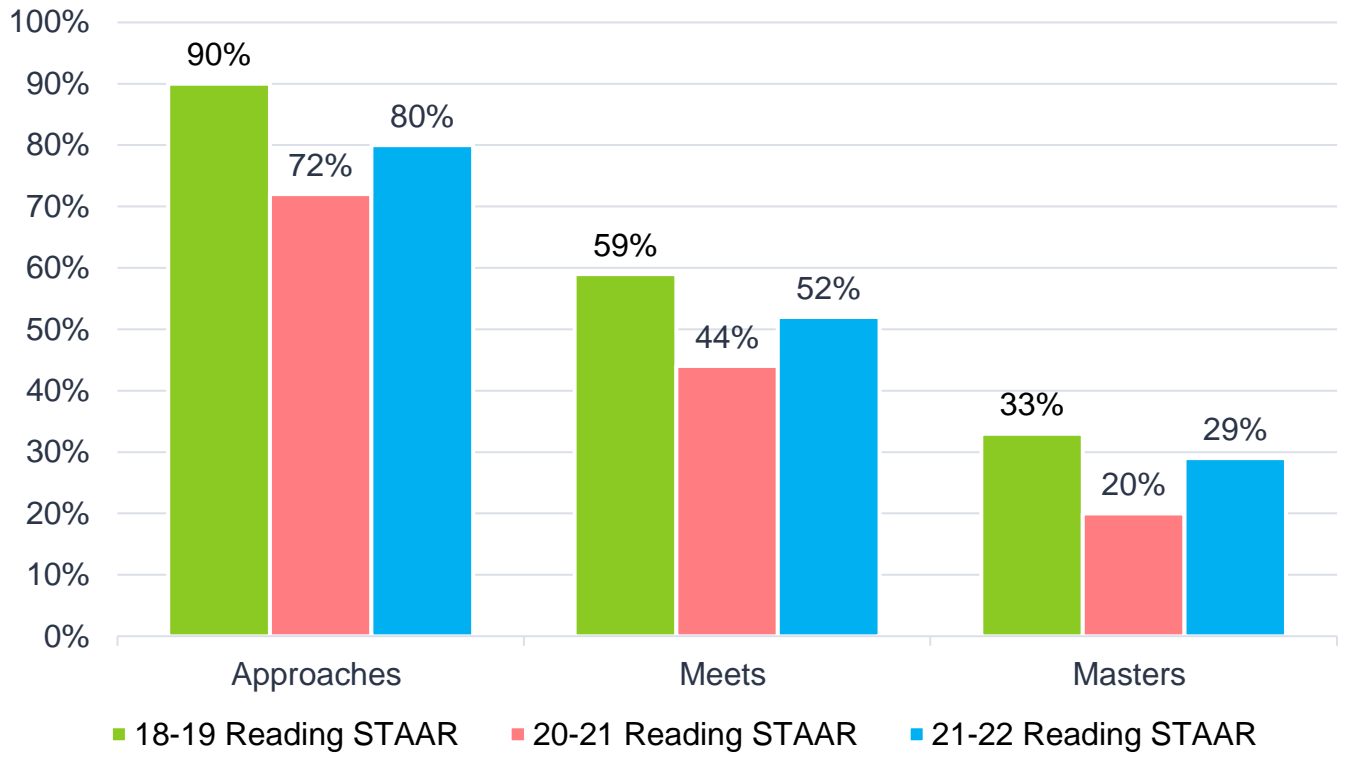
## READING SPRING INTERIM



### 21-22 Reading Spring Interim



# FIFTH GRADE 19-21 READING STAAR DATA

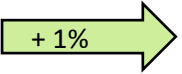
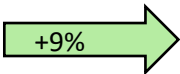
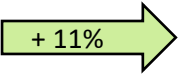
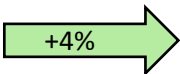
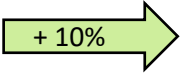
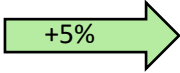


# FIFTH GRADE 21-22

## READING INTERIMS VS. STAAR

Comanche Springs Spurs

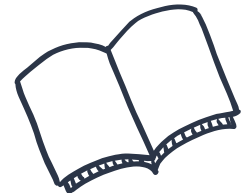


Reading Data	Fall Interim	Spring Interim	2022 STAAR
<b>Approaches</b>	70% 	71% 	80%
<b>Meets</b>	37% 	48% 	52%
<b>Masters</b>	14% 	24% 	29%

Overall, Fall Interim Approaches → 2022 Reading STAAR Approaches = 10% increase

Overall, Fall Interim Meets → 2022 Reading STAAR Meets = 15% increase

Overall, Fall Interim Masters → 2022 Reading STAAR Masters = 15% increase



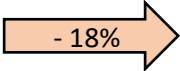
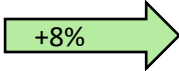
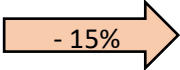
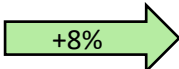
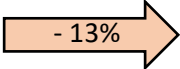
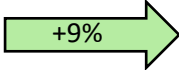


# FIFTH GRADE 19-21

## CUMULATIVE READING DATA

Comanche Springs Spurs

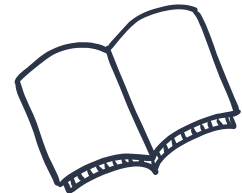


Cumulative Data	2019 Reading STAAR	2021 Reading STAAR	2022 Reading STAAR
<b>Approaches</b>	90% 	72% 	80%
<b>Meets</b>	59% 	44% 	52%
<b>Masters</b>	33% 	20% 	29%

Overall, 2019 Reading STAAR → 2022 Reading STAAR Approaches = 10% decrease

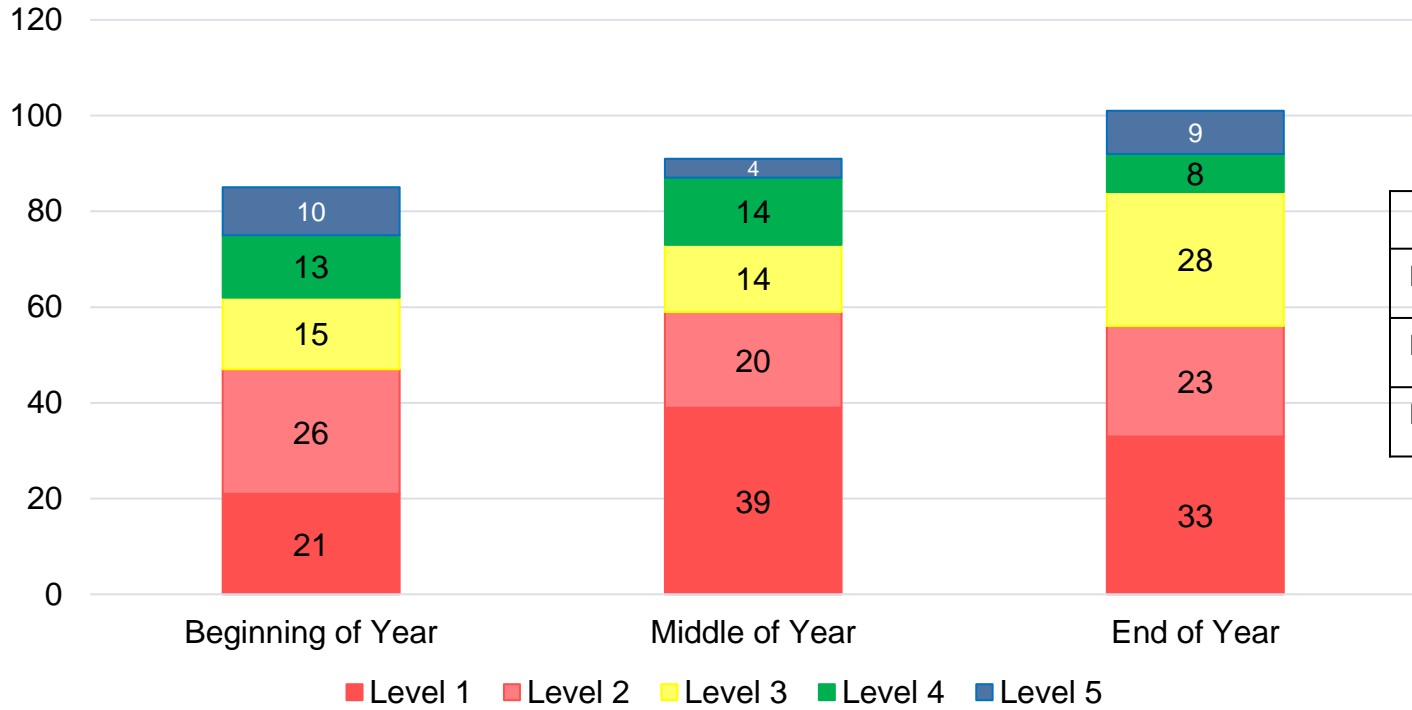
Overall, 2019 Reading STAAR → 2022 Reading STAAR Meets = 7% decrease

Overall, 2019 Reading STAAR → 2022 Reading STAAR Masters = 4% decrease

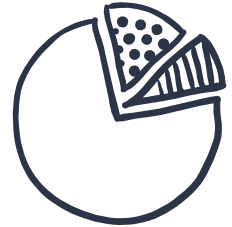


# FIFTH GRADE 21-22

## MATH ISIP



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

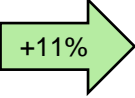

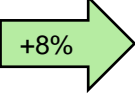

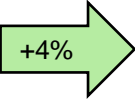



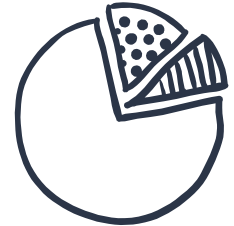
# FIFTH GRADE 21-22

## MATH DCA DATA

Comanche Springs Spurs



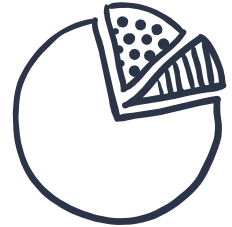
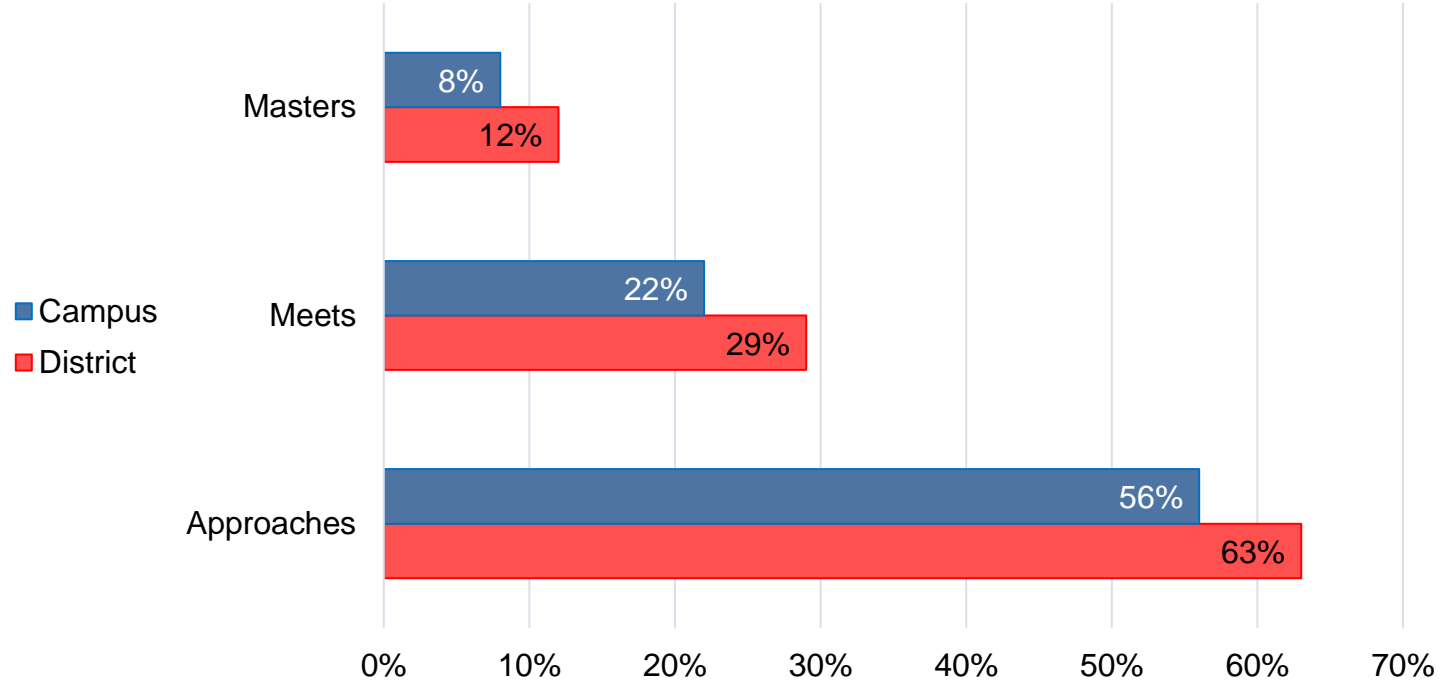
Math Data	DCA 1	DCA 2	DCA 3	2022 STAAR
Approaches	69% 	80% 	57%	68%
Meets	50% 	58% 	35%	35%
Masters	21% 	25% 	16%	13%



# FIFTH GRADE 21-22 MATH FALL INTERIM



## 21-22 Math Fall Interim



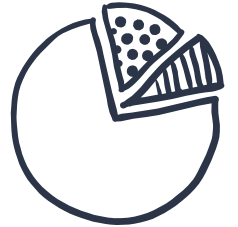
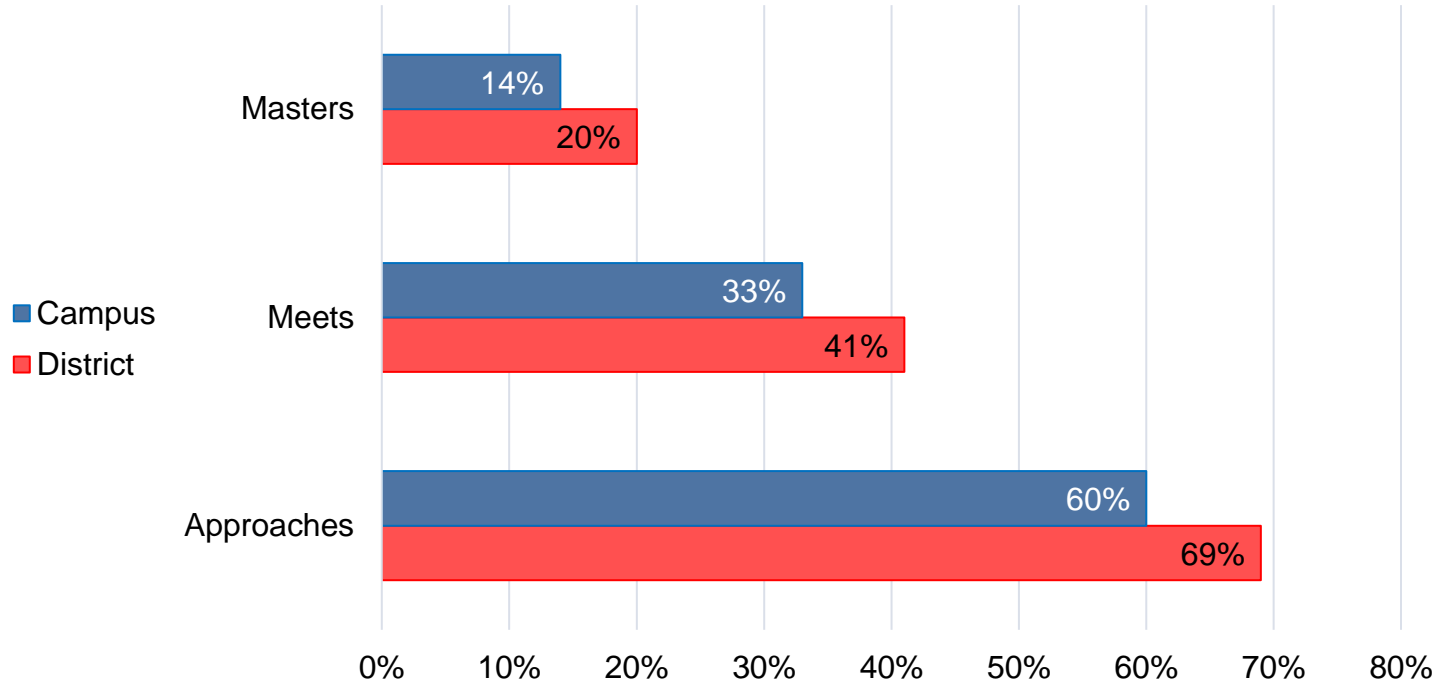
# FIFTH GRADE 21-22

## MATH SPRING INTERIM

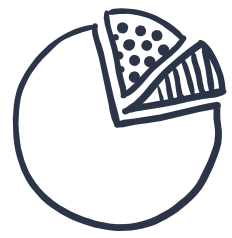
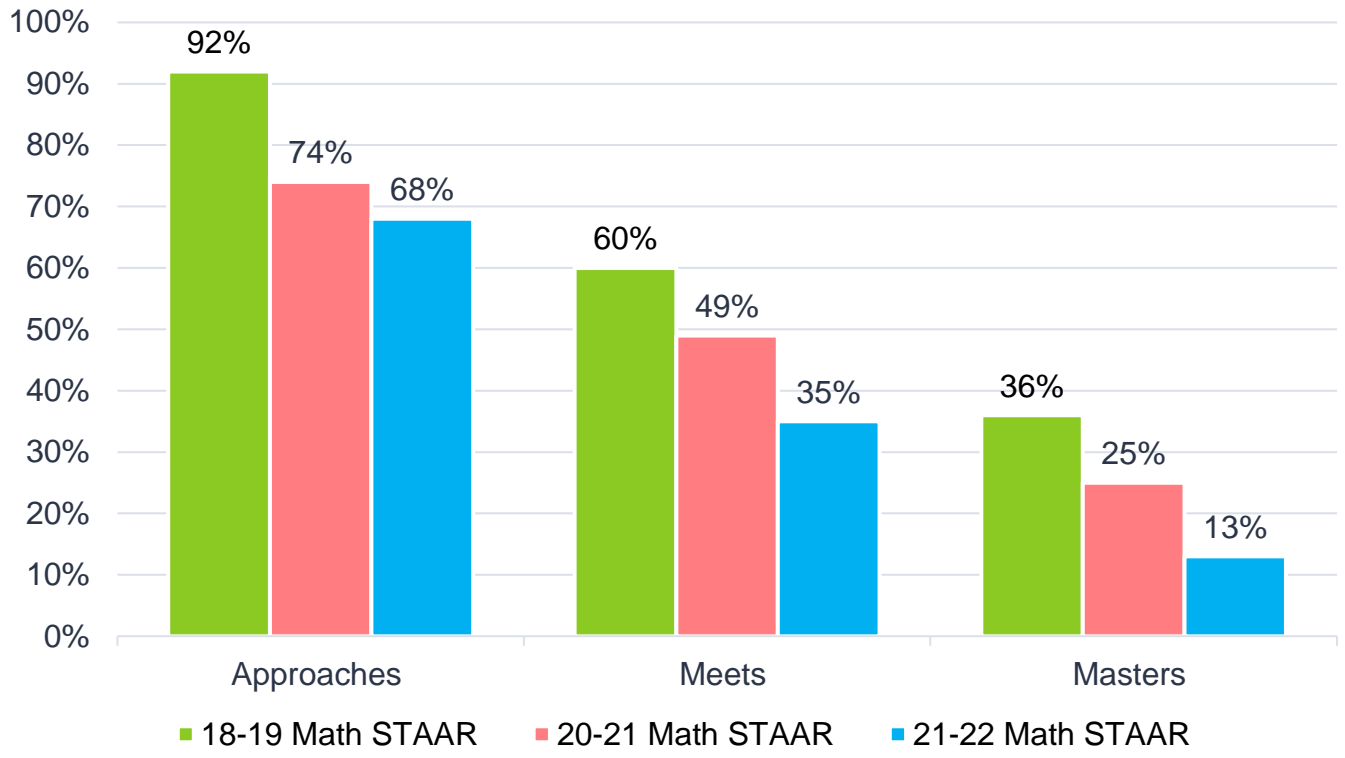
*Comanche Springs Spurs*



### 21-22 Math Spring Interim



# FIFTH GRADE 19-21 MATH STAAR DATA

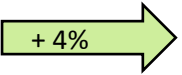
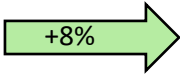
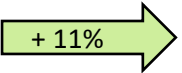
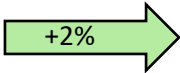
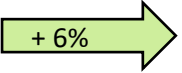
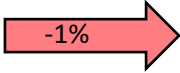


# FIFTH GRADE 21-22

## MATH INTERIMS VS. STAAR

Comanche Springs Spurs

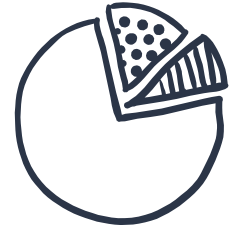


Math Data	Fall Interim	Spring Interim	2022 STAAR
<b>Approaches</b>	56% 	60% 	68%
<b>Meets</b>	22% 	33% 	35%
<b>Masters</b>	8% 	14% 	13%

Overall, Fall Interim Approaches → 2022 Math STAAR Approaches = 12% increase.

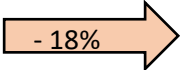
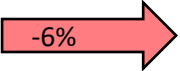
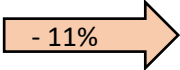
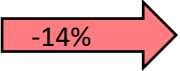
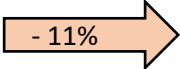
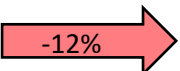
Overall, Fall Interim Meets → 2022 Math STAAR Meets = 13% increase.

Overall, Fall Interim Masters → 2022 Math STAAR Masters = 5% increase.



# FIFTH GRADE 19-21 CUMULATIVE MATH DATA

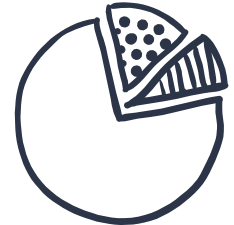


Cumulative Data	2019 Math STAAR	2021 Math STAAR	2022 Math STAAR
<b>Approaches</b>	92% 	74% 	68%
<b>Meets</b>	60% 	49% 	35%
<b>Masters</b>	36% 	25% 	13%

Overall, 2019 Math STAAR → 2022 Math STAAR Approaches = 24% decrease

Overall, 2019 Math STAAR → 2022 Math STAAR Meets = 25% decrease

Overall, 2019 Math STAAR → 2022 Math STAAR Masters = 23% decrease




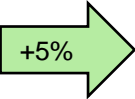






# FIFTH GRADE 21-22 SCIENCE DCA DATA

Comanche Springs Spurs



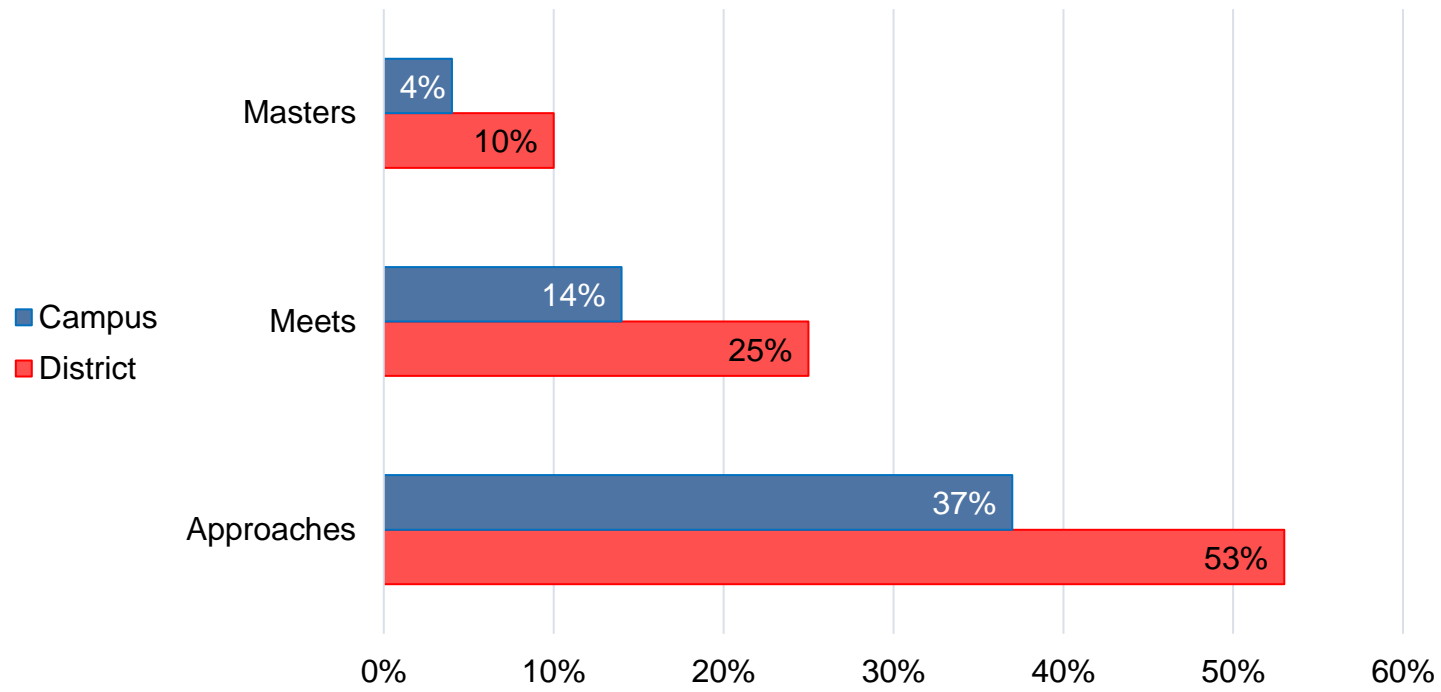
Math Data	DCA 1	DCA 2	DCA 3	DCA 4	2022 STAAR
Meets	77% 	75% 	70% 	35%	22%
Masters	29% 	34% 	31% 	9%	6%



# FIFTH GRADE 21-22 SCIENCE SPRING INTERIM

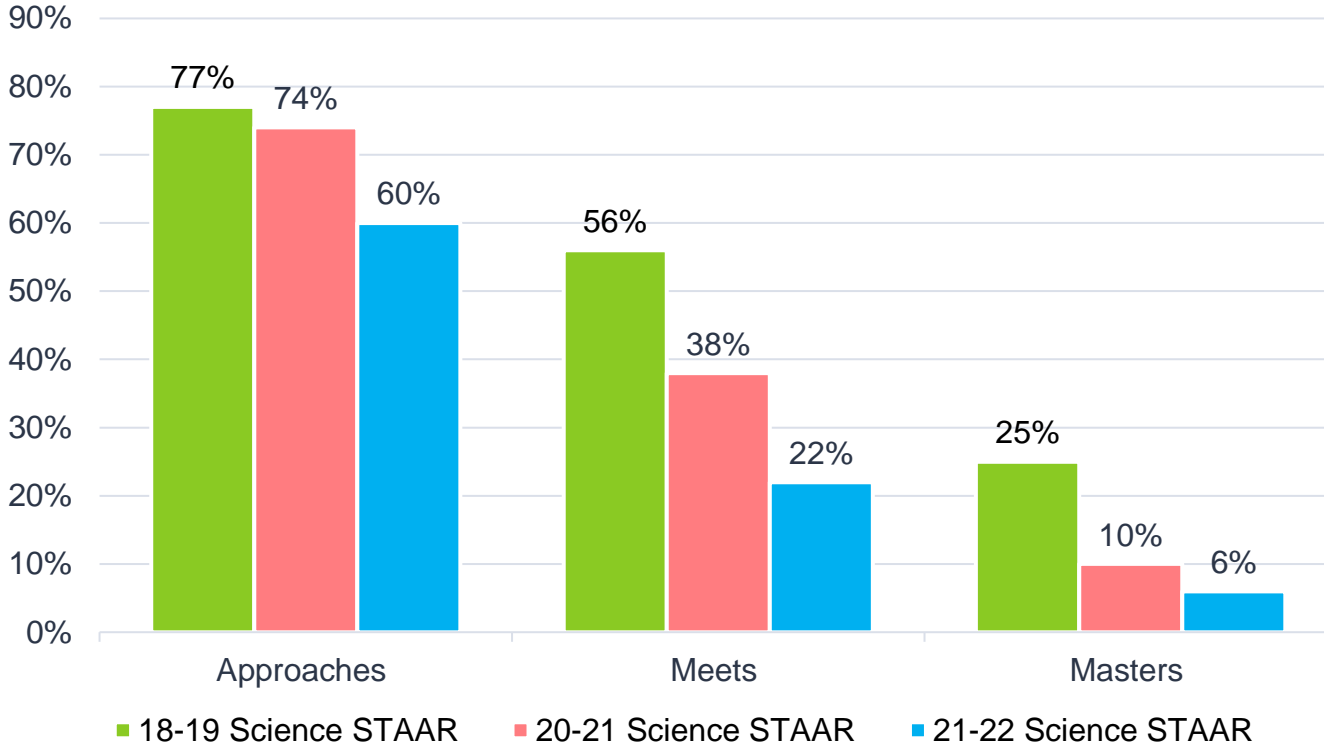


## 21-22 Science Spring Interim



# FIFTH GRADE 19-21 SCIENCE STAAR DATA

*Comanche Springs Spurs*

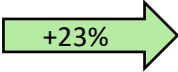
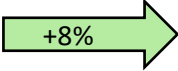
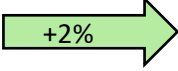


# FIFTH GRADE 21-22

## SCIENCE INTERIM VS. STAAR

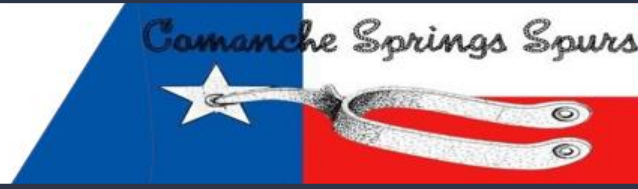
Comanche Springs Spurs

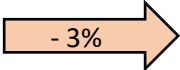
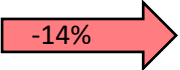
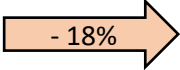
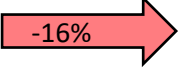
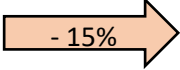
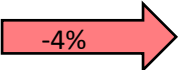


Science Data	Spring Interim	2022 STAAR
<b>Approaches</b>	37% 	60%
<b>Meets</b>	14% 	22%
<b>Masters</b>	4% 	6%



# FIFTH GRADE 19-21 CUMULATIVE SCIENCE DATA



Cumulative Data	2019 Science STAAR	2021 Science STAAR	2022 Science STAAR
<b>Approaches</b>	77% 	74% 	60%
<b>Meets</b>	56% 	38% 	22%
<b>Masters</b>	25% 	10% 	6%

Overall, 2019 Science STAAR → 2022 Science STAAR Approaches = 17% decrease

Overall, 2019 Science STAAR → 2022 Science STAAR Meets = 34% decrease

Overall, 2019 Science STAAR → 2022 Science STAAR Masters = 19% decrease

