

**Center Independent School District
Center Elementary School
2022-2023 Campus Improvement Plan**



Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Center ISD believes in providing a safe and nurturing environment which promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

Value Statement

WE BELIEVE that with proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility.

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

A campus needs assessment was conducted at the beginning of the 2021-2022 school year.

Thirteen questions were asked. These were to be rated on a scale of 1 (Strongly Disagree) to a 5 (Strongly Agree.) Fifty eight responses resulted in the following ratings:

Overall campus results were as follows:

Our school is a strong and inviting place for students to learn. 4.83

Our school promotes academic success for all students. 4.78

Our school sets high standards for academic performance for all students. 4.64

Our school emphasizes helping students academically when they need it. 4.81

Our teachers provide challenging instruction. 4.59

Our school promotes personnel participation in decision-making that affects school practices and policies. 4.03

Our school handles discipline problems consistently. 3.78

Our school values communication and routinely engages with parents. 4.35

Our school promotes literacy at school and in the community. 4.76

Our school is a supportive and inviting place for staff to work. 4.32

Staff development provided by our school supports/enhances teaching in the classroom. 4.22

Staff have the opportunity to attend staff development that is relevant to the individual. 4.35

Interventions are in place to assist students who demonstrate the need for additional support. 4.68

Demographics

Demographics Summary

The Demographics of Center Elementary School are diverse.

Demographics Strengths

Teachers are required to be ESL certified.

New comers receive targeted, small group instruction by a bilingual teacher.

We have increased the number of staff who are bilingual.

We actively recruit and seek out Bilingual teachers by attending job fairs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our student population changes our instruction will need to change in order to address individual student needs and to accommodate the diverse cultures represented in our district. **Root Cause:** This will include: Employing staff to facilitate communication with parents and staff development in effective instruction for diverse learners. Actively recruit staff that are representative of our student population (Hiring of more African-American and Hispanic teachers and increasing the number of male teachers on campus).

Problem Statement 2: Continuing to seek more effective ways to communicate with and involve our parents (specifically our Spanish and Burmese speaking parents, and our economically disadvantaged parents).

School Culture and Climate

School Culture and Climate Strengths

Our campus is very student-centered.

Academic Teaming - has contributed to an increase in staff collaboration, planning, support and teamwork. This culture has greatly contributed to overall student success.

School-Wide Discipline Plan - Decreased number of out of class placements, which increased learning. The use of positive reinforcement (Incentive Days) helps motivate students to act better and work harder.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to incorporate more opportunities for parents to volunteer to help with school activities.

Problem Statement 2: Develop a better system to communicate the positive things going on at CES as well as upcoming events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

CES strives to recruit highly qualified teachers, many of which are from our local community. We attend job fairs and make every attempt to recruit the best candidates possible. We also have many instructional aides that are currently working towards their teacher certification. We want to grow and retain teachers on our campus. CES provides new teacher orientation for teachers to acclimate them to the district and the campus. CES assigns mentors for those teachers new to the district. Mentor staff received training in the summer prior to becoming an official mentor.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We will work to provide more support and mentoring for new teachers as well as providing more opportunities for staff to participate in on-campus and off-campus staff development.

Problem Statement 2: With the changing demographics of our community, CES needs to recruit more bilingual and minority teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

- Academic Teaming
- Instructional support
- Planning time, teaming time and scheduled weekly data meetings
- Small groups
- Flexibility in scheduling
- MAP Reading
- Teacher input on assessments eases student anxiety and makes assessing fair and equitable

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Reading and writing (specifically our SPED, AA and ELL students) is an area in which we are targeting campus-wide in all subjects.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Strengths

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: CES needs to increase family and community involvement at all levels and with all ethnic groups. We struggle with getting involvement from the community and parents.

School Context and Organization

School Context and Organization Summary

CES has implemented processes, structures and staff leadership opportunities to focus on continually improving the quality of teaching and learning.

District/Campus goals are communicated through campus meetings. We will use DMAC data, State assessment data and walkthrough data to monitor the progress of goals. Goals will be evaluated multiple times throughout the year through administrative and staff meetings and documented within the framework of the Campus Plan.

School Context and Organization Strengths

- Academic Teaming
- Departmentalization
- Reading Enrichment
- Administrator and Teacher Leadership
- Flexibility in scheduling
- Maximization of learning time

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Continue refining Academic Teaming and RtI processes.

Technology

Technology Summary

Problem Statements Identifying Technology Needs

Problem Statement 1: More in-depth training with time to create/setup technology along with follow up support needs to be increased.

Priority Problem Statements

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Improve literacy across all grade levels.

Performance Objective 1: At least 75% of students in grades 3-5 will pass or show progress on the STAAR Reading assessment.





High Priority

Evaluation Data Sources: CBAs, MAP, state assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: CES will utilize TEKSRS scope and sequence with fidelity and use McGraw Hill curriculum as a supplemental resource.</p> <p>Strategy's Expected Result/Impact: Increase in STARR passing percentages or STAAR growth points.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Instructors, Director of Instruction and RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: TEKSRS / McGraw Hill Reading Curriculum - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$2,629</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with at least 90 minutes of reading instruction daily. Supporting staff will go into each reading classroom to provide assistance for small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments, CBA, MAP, DRA, TELPAS, and STAAR results.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Staff, Paraprofessionals Reading Specialist Director of Instruction and RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Aide/Support - 263-Title III - \$19,942</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: CES will provide a 45 minute campus-wide intervention built into the regular school day to enable teachers to target specific student needs and provide enrichment/extension activities.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments, CBA, MAP, DRA, TELPAS, and STAAR results.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Staff, Paraprofessionals, Director of Instruction and RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Intensive reading intervention will be provided for Tier 3 readers with the Reading Specialist.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments, CBA, MAP, DRA, TELPAS, and STAAR results</p> <p>Staff Responsible for Monitoring: Principal, AP, Reading Specialist, ESL Teacher Instructional Staff Director of Instruction and RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Specialists - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$127,811, ESL Teacher - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$4,600, Rosetta Stone - 263-Title III - \$3,500</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: RLA vertical alignment meetings will be held every nine weeks to maintain systemic instructional initiatives.</p> <p>Strategy's Expected Result/Impact: Improvement in CBA and state assessment date</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Staff, Reading Specialist, Director of Instruction and RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development opportunities that support campus goals for student improvement.</p> <p>Strategy's Expected Result/Impact: Improved instruction resulting in higher academic achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Instruction and RtI, Director of Special Programs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Academic Content Coop, Region 7 - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$6,679, Administrative Leadership Coop - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$680</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RLA meetings will be held at a minimum of twice per six weeks to evaluate student data to adjust instruction, tutoring, acceleration, and intervention.</p> <p>Strategy's Expected Result/Impact: Improvement in CBA and state assessment date</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Staff, Reading Specialist, Director of Instruction and RtI Curriculum Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: DMAC, TEKScore, TAG, State Assessment, Lead4ward - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,245</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Campus will utilize Accelerated Reader program to encourage students to read more. Students will keep a running total of the number of words they have read, with the goal being one million words. Students will be rewarded as they reach each milestone in their reading goals.</p> <p>Strategy's Expected Result/Impact: Increased performance in reading</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Librarian Library Instructional Aide</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
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Goal 2: Academic achievement of all students in all content areas will increase.

Performance Objective 1: The academic achievement gap among student groups will close by 3% as indicated on the "Closing the Gap" domain.

High Priority

Evaluation Data Sources: CBA, state assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor student data from all assessments to narrow the achievement gaps between student groups by adjusting instruction and providing interventions to meet the needs of individual students.</p> <p>Strategy's Expected Result/Impact: Close the gap between student groups</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Staff, Counselor, Director of Instruction and RtI, Director Special Programs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will meet weekly with instructional staff to discuss unit planning designs, student learning targets, and learner-centered instructional strategies.</p> <p>Strategy's Expected Result/Impact: Student focused unit planning guides and learning targets. Utilization of research based instructional strategies.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Staff,</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructors will enhance usage of multiple online platforms to support, extend and enhance learning opportunities including Learning Odyssey, McGraw-Hill Online, Google Classroom, iRead, and System 44, Flocabulary, Discovery Education, Education Galaxy, BrainPop and StemScopes.</p> <p>Strategy's Expected Result/Impact: Students have access to a wide variety of learning content through various platforms.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Staff, Counselor, Computer Lab Paraprofessionals</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All students in grades 4 and 5 who earned "Did Not Meet" on their Reading or Math STAAR test from previous year will receive a minimum of 30 hours of enrichment in reading.</p> <p>Strategy's Expected Result/Impact: Close gaps to allow students to obtain current grade level standards.</p> <p>Staff Responsible for Monitoring: Reading Specialist</p> <p>Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	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 2: Academic achievement of all students in all content areas will increase.

Performance Objective 2: At least 75% of fifth-grade students will pass the STAAR science assessment.

Evaluation Data Sources: Improved student performance as evidenced in CBA and STAAR Science data





Strategy 1 Details	Reviews			
<p>Strategy 1: Instructors will focus on questioning and feedback (both written and oral) as it relates to effective instruction. Strategy's Expected Result/Impact: Walkthroughs, lesson plans, student assessment scores/grades, Team Planning Agendas, IDP Meeting notes. Staff Responsible for Monitoring: Principal, AP, Instructional Staff, Paraprofessionals</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Data meetings held every 4 weeks to disaggregate data, develop plans for spiraling of information, incorporating problem solving and higher-level thinking to positively impact instruction in the classroom. Strategy's Expected Result/Impact: Meeting agendas, walk-throughs, student achievement data Staff Responsible for Monitoring: Principal, AP, Instructional Staff, Paraprofessionals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Academic achievement of all students in all content areas will increase.

Performance Objective 3: All students will pass or show at least one year's growth in math by passing STAAR math assessment or showing sufficient growth on the MAP test.

Evaluation Data Sources: Improved student performance on local assessments, Path Blazers Data, MAP Results, and STAAR results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide ninety minutes of math instruction, including guided math, daily. Strategy's Expected Result/Impact: Improved student performance of classroom assignments, CBA , MAP, and STAAR data Staff Responsible for Monitoring: Principal, AP, Instructional Staff, Paraprofessionals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilization of guided math rotations in the classroom as a primary driver of the instructional/learning structure. Strategy's Expected Result/Impact: Improved assessment data, individual student growth, walkthroughs, lesson plans Staff Responsible for Monitoring: Principal, AP, Instructional Staff, Paraprofessionals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities that support campus goals for student improvement including Lead4Ward Training and Sheltered Instruction</p> <p>Strategy's Expected Result/Impact: Improved instruction resulting in higher academic achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Instruction and RtI Director of Special Programs, Director of Special Services</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Region 7 Contracted Services - 263-Title III - \$1,686</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Team meetings will be held at a minimum of twice each nine weeks to evaluate student data to adjust instruction, tutoring, acceleration, and intervention.</p> <p>Strategy's Expected Result/Impact: Improvement in CBA and state assessment date</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Staff, Reading Specialist, Director of Instruction and RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Promote the engagement of parents and community members to build relationships.

Performance Objective 1: Provide opportunities for parents to engage in the school.

Evaluation Data Sources: Sign-in sheets, parent feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Host an after school, "Reading Night" and a "STEM Night" to provide families with an opportunity to experience what their children are learning in school. Sometimes refreshments will be provided to encourage participation and attendance.</p> <p>Strategy's Expected Result/Impact: Sign in sheets/agendas</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page and in local news affiliates in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement specifically for EL students</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Special Programs</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Liaison - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$8,379</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize social media platforms to communicate with parents and community.</p> <p>Strategy's Expected Result/Impact: Increased parent and community engagement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: CES will host a field day.</p> <p>Strategy's Expected Result/Impact: Parent/Community participation</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Instructions</p> <p>Aides</p> <p>ESF Levers:</p> <p>Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Promote the engagement of parents and community members to build relationships.

Performance Objective 2: Promote a partnership between the school and the community.

Evaluation Data Sources: Participation in community events, Sign-in sheets when community members participate in campus activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with community members to provide additional support for students such as: coats, school supplies and shoes.</p> <p>Strategy's Expected Result/Impact: Increase student performance. Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Instructors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Include community leaders to speak with student groups, including Big Brothers Club on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Increased involvement between community and school Enhanced school experience for students</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Veterans Day program will include opportunities for local veterans to participate.</p> <p>Strategy's Expected Result/Impact: Increased community and school involvement</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Students will participate in Operation Gratitude activities, supporting First Responders and military personnel.</p> <p>Strategy's Expected Result/Impact: Increased community and school involvement Student increased awareness</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 1: CES students and staff will receive ongoing health and wellness services.

Evaluation Data Sources: Number of discipline referrals, nurse referrals, attendance rate, staff retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional nutritional support through the Back Pack For Kids Program based upon students' needs.</p> <p>Strategy's Expected Result/Impact: Increase student performance. Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Instructors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Healthy life skills will be taught through Physical Education program.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Physical Education Instructor</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Region 7 Contracted Services, Health, Nurses, and PE - 000 -- Example Fund Source - Title 4, 289 - \$300</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All new instructors will work within a teaming structure that provides daily mentoring support with peers and weekly support with curriculum coordinator</p> <p>Strategy's Expected Result/Impact: Improved campus morale Improved staff attendance Decreased number of teacher turnover.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Mentors Curriculum coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Staffing - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$34,522</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: New teachers will participate in a First Year Teacher's Academy with designated Mentor.</p> <p>Strategy's Expected Result/Impact: Improved staff retention rate Improved instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Instruction Instructional Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	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 4: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 2: Students and staff will be provided a safe and positive learning environment.

Evaluation Data Sources: Number of discipline referrals, nurse referrals, attendance rate staff retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Host incentive days for positive reinforcement of good behavior and academic effort.</p> <p>Strategy's Expected Result/Impact: Increasing numbers of students that are eligible for participation, decreased number of discipline referrals, higher campus morale.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilization a campus wide discipline management system to increase academic performance in all student groups.</p> <p>Strategy's Expected Result/Impact: Decreased numbers of discipline referrals, higher student achievement scores in all measurable areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Instructors Paraprofessionals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will provide career and college preparatory experiences for students through the use of a career interest inventory and providing career awareness.</p> <p>Strategy's Expected Result/Impact: Increased awareness Completed career inventories.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Instructors</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All faculty and staff will receive updated training over the campus and district Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: Increased safety and security of campus</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Police</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All students will receive lessons in the Six Essential Traits for healthy lifestyle choices. Resources provided through ADAC.</p> <p>Strategy's Expected Result/Impact: Increased motivation and decreased bullying and behavior issues Increased positive choices</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Big Brother Club established to provide outlet to male students to promote making good choices and having a positive outlook.</p> <p>Strategy's Expected Result/Impact: Increased motivation Decreased behavior issues</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: C.H.A.M.P.S. method will be utilized in the classroom to ensure clear expectations are provided.</p> <p>Strategy's Expected Result/Impact: Decreased student behavior issues Increased instructional time on task</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Center Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 16.251

Brief Description of SCE Services and/or Programs

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Personnel for Center Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarado, Jazmin	Teacher	0.1
Arcibar, Jessica	Instructional Paraprofessional	1
Arcibar, Roxanna	Instructional Paraprofessional	1
Betancourt, Luz	Instructional Paraprofessional	1
Bird, Penny	Teacher	0.13
Burns, Holly	Teacher	0.13
Burns, Macy	Teacher	0.09
Cassell, Solomon	Teacher	0.09
Crouch, Tiffany	Teacher	0.13
Davis, Mary	Teacher	0.42
Denby, Brandi	Teacher	0.093
Doggett, Colleen	Teacher	0.9
Dupree, Cameryn	Teacher	0.093
Garcia Perez, Jocelyn	Instructional Paraprofessional	1
Garcia, Yecenia	Instructional Paraprofessional	1
Hayes, Joan	Teacher	0.13
Horton, Angela	Teacher	0.093
Jamar, Stephanie	Teacher	0.094
Jordan, Jessica	Instructional Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lopez, Mayra	Teacher	0.13
Love, Monique	Instructional Paraprofessional	1
Lusk, Lee Ann	Teacher	0.085
Moody, Linda	Teacher	0.13
Moore, Suzanne	Teacher	0.12
Morales, Angelica	Teacher	0.094
Munoz, Melissa	Teacher	0.13
Murray, Alisha	Teacher	0.13
Nichols, Jenny	Teacher	0.093
Norris, Deborah	Instructional ISS Paraprofessional	1
Olalde, Griselda	Teacher	0.13
Orear, Ciara	Teacher	0.14
Preston, Karen	Instructional Paraprofessional	1
Rangel Grande, Jonatan	Teacher	0.093
Sandoval, Merlid	Instructional Paraprofessional	1
Suell, Christasha	Instructional Paraprofessional	1
Tomlin, Rani	Teacher	0.093
Torres, Brandi	Instructional Paraprofessional	1
Wheeler, Shelby	Teacher	0.13
Wilkes, Marissa	Teacher	0.13
Wyrick, Terena	Teacher	0.13

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bownds, Gail	Reading Speciallist	Title 1	1
Hernandez, Diana	RTI Clerk Instructional Paraprofessional	Title 1	1
Ramirez, Lucerito	Instructional Paraprofessional	Title 1	1

Campus Funding Summary

000 -- Example Fund Source					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Region 7 Contracted Services, Health, Nurses, and PE	Title 4, 289	\$300.00
Sub-Total					\$300.00
211 ESEA, Title 1 Pt. A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKSRS / McGraw Hill Reading Curriculum		\$2,629.00
1	1	4	Reading Specialists		\$127,811.00
1	1	6	Academic Content Coop, Region 7		\$6,679.00
1	1	7	DMAC, TEKSscore, TAG, State Assessment, Lead4ward		\$1,245.00
3	1	1	Supplies		\$1,000.00
3	1	2	Parent Liaison		\$8,379.00
4	1	3	Staffing		\$34,522.00
Sub-Total					\$182,265.00
255, ESEA Title II, Part A-Teacher & Principal Tra					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ESL Teacher		\$4,600.00
1	1	6	Administrative Leadership Coop		\$680.00
Sub-Total					\$5,280.00
263-Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Aide/Support		\$19,942.00
1	1	4	Rosetta Stone		\$3,500.00
2	3	3	Region 7 Contracted Services		\$1,686.00
Sub-Total					\$25,128.00