2023-24 Campus Improvement Plan

Accountability Rating: C

School Name

Schulenburg Elementary School

Address

300 Bucek St.
Schulenburg, TX 78956

School ID

102

Principal

Dr. Angie Westerfield

District Name

Schulenburg ISD

Date of School Board Approval

2023-24 Campus Site-Based Committee

Name	Position	Committee Role
Dr. Angie Westerfield	Principal	
Kacy Divjak	Assistant Principal	
Michelle Hammack	Teacher	
Brittany Pekar	Teacher	
Stacy Fogle	Teacher	
Kristen Holub	Teacher	
Claire Eckhardt	Teacher	
Vannessa Salem	Teacher	
Sarah Wagner	Paraprofessional	
Lisa Little	SEL Counselor	
Phyllis Valchar	Campus Nurse	
Robin Guenther	Parent	
Bodie Blansitt	Parent	

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Mission Statement

At SES, through a welcoming and inclusive environment, we empower and encourage each other to discover our own unique potential and understand that mindset determines our direction.

Vision

Our Students…
- Are excited, engaged, and motivated
- Demonstrate strong character values and ethics
- Possess the knowledge and skills to be "future ready"
- Rise to challenges and manage life's adversity
- Exhibit pride in their school and in themselves

Our learning environment provides…
- Safe and secure campuses
- Inviting classrooms created by highly qualified teachers
- Interactive teaching in a modern, technologically advanced, and structured environment
- Mutual trust and respect for all students
- Shared resources to unite the community, home, and school
- A variety of strongly developed programs to explore social, academic, vocational, athletic, and artistic opportunities

Our district and community…
- Unites in purpose and vision through effective communication and partnerships
- Cultivates a strong sense of pride and commitment
- Provides resources that facilitate success
- Values, supports, and respects diversity

Core Beliefs

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective #11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.			
TEA Commissioner's Strategic Priorities:			
1 Recruit, support, retain teachers & principals	**2** Build a foundation of reading and math	**3** Connect high school to career and college	**4** Improve low-performing schools
Enablers			
Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances			
Ensure **compliance**, effectively **implement legislation** and **inform** policymakers			
Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)			

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures

Subtotal of additional federal funds included for this school: $

State or Local Programs	Total Expenditure

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

The staff at Schulenburg Elementary School include 32.7 teachers, 9.0 paraprofessionals, and 1.0 administrators. The student population is 36.1% White, 15.6% African American, 42.2% Hispanic, 2% Asian, and 3.4% Two or More Races. Additionally, the campus serves 70.4% economically disadvantaged students, 16.3% special education students, and 20.7% Limited English Proficient students. Attendance rates include 98.9% African American, 99.2% Hispanic, 99.4% White, and 99.1% economically disadvantaged. The most current data indicate the campus has a 11.5% mobility rate.

Summary of Strengths
What were the identified strengths?

We have diversity in our population.

Summary of Needs
What were the identified needs?

The population of students receiving special education services is increasing, and effective scheduling is a challenge in order to meet the needs of all students.

Need to identify strategies to increase attendance, particularly with African American, Special Education, and Economically Disadvantaged student sub-populations, as attendance positively correlates with student achievement.

Increase student engagement and achievement with the use of high yield instructional strategies, and make data informed decisions to drive instruction and interventions.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Training and utilization of the TEKS Resource, TEKS Guide, and Sharon Wells Program to ensure we provide a viable and aligned curriculum.

Student Achievement

Overall Summary

The following data was reviewed in relation to Student Achievement:

STAAR scores; TAPR Report; Core Content Curriculum

Upon review of data from the sources noted above, these findings were noted:
1. Gaps exist in Hispanic, Economically Disadvantaged, and EL students compared to White and all students' scores.
2. Student scores are lower in Reading than other scores.

Summary of Strengths
What were the identified strengths?

A strong phonics based reading program has been implemented in grades K-2. Additional professional support is offered through the Reading Academy.

Growth shown in multiple grade levels.

Summary of Needs
What were the identified needs?

Provide better collaboration between grade level teachers, RtI teachers, and SPED teachers to monitor students, to close the gaps from prior years.

Utilize data from assessments to drive instruction and improve academic achievement.

Training and utilization of the TEKS Resource, TEKS Guide, and Sharon Wells Program to ensure we provide a viable and aligned curriculum.

Develop and implement a stronger writing process to include cross-curricular writing on a more frequent basis.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Show improvement in standardized testing. Federal funding will be used to provide personnel costs for staff to support improving student performance on standardized testing.

School Culture and Climate

Overall Summary

Collaboration between the staff and administration has continued to be flexible, leading to more effective communication and collaboration on the campus.

The teachers would like to have more time to collaborate with vertical and horizontal alignment teams.

Summary of Strengths
What were the identified strengths?

Staff morale has improved based on communication between staff, administration, and community members.

Summary of Needs

What were the identified needs?

Time and scheduling: Collaboration among teachers needs to focus and align instruction and curriculum, vertically and horizontally, and allow teachers to observe their peers.

Effectively communicate using multiple forms of communication.

Consistent implementation of campus-wide plan for academic and discipline expectations.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Effectively communicate using multiple forms of communication.

Collaboration among teachers needed to focus and align instruction and curriculum and to share best practices.

Consistent implementation of campus-wide plan for academic and discipline expectations.

Staff Quality/Professional Development

Overall Summary

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

1. Increase ways of recruiting and retaining new teachers.
2. Continue looking for ways to build staff morale.

Summary of Strengths

What were the identified strengths?

Mentor teachers, TEKS Resource System and professional development are use to assist new hire teachers and struggling teachers in core areas.

Summary of Needs

What were the identified needs?

Maintain competitive salaries and benefits.

Mentor new teachers.

Teachers need time to meet with each other to work on alignment and meet with the principal to go over the benchmark data during the school day (not after school).

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Monitor surrounding schools salary chart
Assign mentor teachers to new hire and struggling teachers

Curriculum, Instruction, Assessment

Overall Summary

The district has TEKS Resource and TEKS Guide;
Sharon Wells Math Curriculum for Grades 2-5;
A variety of professional development options are available to staff;
A variety of assessments are used to determine to academic achievement including benchmarks, STAAR, and other standardized assessments.

Summary of Strengths
What were the identified strengths?

Teachers are familiar with TEKS Resource System and use the year-at-a-glance for planning their school year.

Summary of Needs
What were the identified needs?

1. Training on how to use the components of the materials we have before the current school year ends, so there will be time to work on implementation.
2. Training on how to properly use the TEKS Resource and TEKS Guide to develop consistent high level instruction.
3. Increase student engagement with the use of high yield instructional strategies.
4. Disaggregation of data to drive instruction and interventions.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Improve standardized test schools in all areas.

Family and Community Involvement

Overall Summary

SES's family and community involvement is limited, however, we are providing more opportunities for parents and community members to be more involved in school.

Summary of Strengths
What were the identified strengths?

We provide multiple opportunities for parents and community members to be more involved in school (Reading Night, STEM Night, Kindergarten Meetings).
Shorty's Snack and Learn has been beneficial for the teachers and paras to go into the community to build the relationship with families, while also working with the students on curriculum.
The Super H.O.R.N.S. program allows positive male role models to be a part of the school day for the students.
A weekly newsletter is sent out to the families, as well as placed on social media.

Summary of Needs
What were the identified needs?

1. Increase parental communication in a variety of ways, especially to Spanish-speaking families. Provide Spanish translation services to families by having a designated translator on the elementary campus (teacher or paraprofessional).
2. Increase efforts for parents and community to participate in school activities.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Continue to encourage parent and community involvement.

School Context and Organization

Overall Summary

A master schedule has been developed to include physical education, music, character education, MakerSpace, Enrichment time, as well as an opportunity for teacher PLC's weekly. These will promote student success and data disaggregation.

Summary of Strengths
What were the identified strengths?

PLC time is devoted to discussing student successes and failures, and plans are made based on data and collaboration; with documentation provided to the campus administrator.
After school tutorials for core subjects offered after the second nine weeks.
Surveys are given to provide a voice to teachers in the areas of decision making and school policies.

Summary of Needs
What were the identified needs?

Class size (too large or too small) is sometimes encountered.
Sometimes it is difficult to find teachers willing to help teach after school tutorials.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Professional development opportunities for all staff.

Technology

Overall Summary

The upgrade of recent technology will allow the students to be more efficient in their daily work.

Summary of Strengths
What were the identified strengths?

We are currently a one-to-one campus for grades K-5.

Summary of Needs
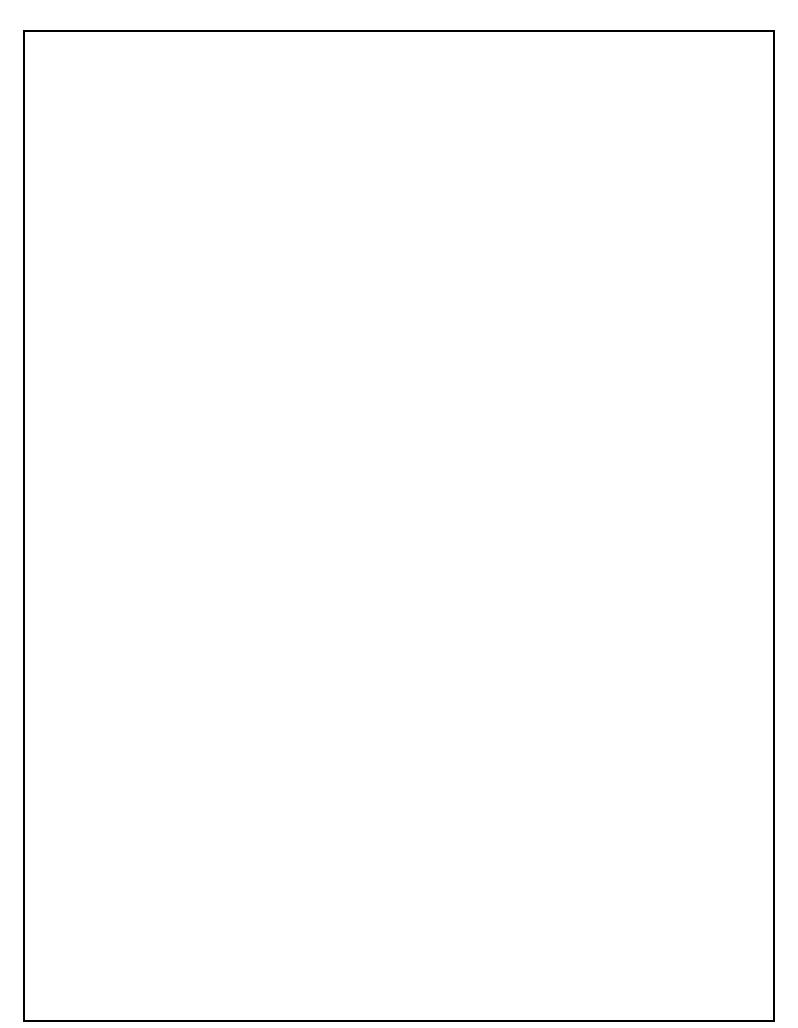What were the identified needs?

Continue professional development of appropriate balance of use of technology in the classroom.
Finish updating teacher devices with newer technology.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Continue to monitor programs available to students to promote academic growth.

Additional Information

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	**2019-20**		**2020-21**		**2021-22**	
Early Education	11	3.30%	4	1.30%	3	1.00%
Pre-Kindergarten	29	8.80%	22	7.40%	37	12.60%
Kindergarten	43	13.00%	40	13.40%	34	11.60%
Grade 1	44	13.30%	44	14.80%	38	13.00%
Grade 2	47	14.20%	44	14.80%	43	14.70%
Grade 3	44	13.30%	47	15.80%	42	14.30%
Grade 4	49	14.80%	46	15.40%	54	18.40%
Grade 5	64	19.30%	51	17.10%	42	14.30%
Grade 6	0	0.00%	0	0.00%		%
Grade 7	0	0.00%	0	0.00%		%
Grade 8	0	0.00%	0	0.00%		%
Grade 9	0	0.00%	0	0.00%		%
Grade 10	0	0.00%	0	0.00%		%
Grade 11	0	0.00%	0	0.00%		%
Grade 12	0	0.00%	0	0.00%		%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2019-20**		**2020-21**		**2021-22**	
All Students	331	100%	298	100%	293	100%
American Indian or Alaska Native	2	0.60%	2	0.70%		%
Asian	2	0.60%	6	2.00%	3	1.00%
Black or African American	47	14.20%	47	15.80%	45	15.40%
Hispanic/Latino	157	47.40%	124	41.60%	121	41.30%
Native Hawaiian/Other Pacific	0	0.00%	0	0.00%		%
Two or More Races	11	3.30%	11	3.70%	9	3.10%
White	112	33.80%	108	36.20%	115	39.20%
Economically Disadvantaged	241	72.80%	208	69.80%	199	67.90%
At-Risk	170	51.40%	134	45.00%	163	55.60%
Special Education	63	19.00%	18	%	11	3.80%

Student Performance Data

Reading

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	43	1437	10	23	33	77	17	40	9	21
	4	43	1474	16	37	27	63	13	30	8	19
	5	49	1514	19	39	30	61	17	35	8	16

2021-22 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	40	1408	13	33	27	68	13	33	8	20
	4	46	1519	11	24	35	76	23	50	8	17
	5	41	1576	12	29	29	71	23	56	8	20

2022-23 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	45	1459	9	20	36	80	20	44	8	18
	4	38	1485	16	42	22	58	10	26	7	18
	5	47	1549	10	21	37	79	18	38	4	9

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/Latino	3	18	1432	4	22	14	78	7	39	2	11
	4	23	1419	13	57	10	43	1	4	1	4
	5	21	1526	8	38	13	62	8	38	3	14

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/Latino	3	12	1353	5	42	7	58	2	17	0	0
	4	19	1497	6	32	13	68	8	42	2	11
	5	21	1504	9	43	12	57	6	29	0	0

2022-23 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/Latino	3	20	1449	3	15	17	85	8	40	4	20
	4	11	1416	7	64	4	36	1	9	0	0
	5	19	1531	4	21	15	79	7	37	2	11
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
Asian	3	1									
	4	0									
	5	0									

2020-21 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	6	1427	1	17	5	83	2	33	1	17
	4	4									
	5	11	1503	5	45	6	55	3	27	2	18

2021-22 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	10	1382	3	30	7	70	2	20	1	10
	4	8	1526	1	13	7	88	4	50	2	25
	5	4									
Black or African American	3	4									
	4	8	1429	4	50	4	50	1	13	1	13
	5	7	1590	0	0	7	100	2	29	1	14

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									

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Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	17	1461	4	24	13	76	8	47	6	35
	4	15	1569	1	7	14	93	11	73	7	47
	5	16	1521	5	31	11	69	6	38	3	19

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Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	14	1466	4	29	10	71	7	50	6	43
	4	16	1562	2	13	14	88	10	63	4	25
	5	16	1684	2	13	14	88	14	88	8	50

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Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	17	1494	4	24	13	76	10	59	4	24
	4	15	1539	5	33	10	67	7	47	5	33
	5	19	1560	5	26	14	74	9	47	1	5
Two or More Races	3	2									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	4	1									
	5	0									
Two or More Races	3	3									
	4	3									
	5	0									
Two or More Races	3	3									
	4	3									
	5	2									

2020-21 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	30	1426	7	23	23	77	10	33	6	20
	4	29	1438	16	55	13	45	5	17	3	10
	5	35	1478	18	51	17	49	9	26	3	9

2021-22 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	28	1383	10	36	18	64	6	21	3	11
	4	33	1501	10	30	23	70	16	48	6	18
	5	26	1535	9	35	17	65	12	46	2	8

2022-23 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	35	1440	7	20	28	80	14	40	4	11
	4	27	1455	13	48	14	52	4	15	3	11
	5	36	1554	7	19	29	81	15	42	4	11

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	10	1439	1	10	9	90	2	20	1	10
	4	11	1414	7	64	4	36	0	0	0	0
	5	9	1561	2	22	7	78	4	44	1	11

2021-22 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	5	1361	2	40	3	60	0	0	0	0
	4	10	1548	1	10	9	90	6	60	2	20
	5	10	1492	5	50	5	50	2	20	0	0

2022-23 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	13	1436	1	8	12	92	5	38	2	15
	4	5	1412	4	80	1	20	1	20	0	0

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
5	10	1552	1	10	9	90	5	50	1	10

2020-21 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Special Education	3	2									
	4	7	1368	6	86	1	14	0	0	0	0
	5	11	1376	9	82	2	18	2	18	0	0
Special Education	3	5	1305	4	80	1	20	0	0	0	0
	4	7	1365	5	71	2	29	1	14	0	0
	5	7	1458	4	57	3	43	1	14	1	14
Special Education	3	8	1413	3	38	5	63	2	25	1	13
	4	5	1336	5	100	0	0	0	0	0	0
	5	7	1443	4	57	3	43	0	0	0	0

2021-22 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
At-Risk	3	21	1333	11	52	10	48	2	10	1	5
	4	25	1487	8	32	17	68	10	40	4	16
	5	22	1480	12	55	10	45	6	27	0	0

Mathematics

2020-21 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	%	#	%	#	%	#	%	
All Students	3	43	1485	3	7	40	93	18	42	8	19	
	4	43	1568	10	23	33	77	21	49	10	23	
	5	49	1653	7	14	42	86	31	63	17	35	

2021-22 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	%	#	%	#	%	#	%	
All Students	3	40	1402	14	35	26	65	13	33	3	8	
	4	46	1559	10	22	36	78	19	41	9	20	
	5	41	1645	5	12	36	88	22	54	10	24	

2022-23 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	%	#	%	#	%	#	%	
All Students	3	45	1450	17	38	28	62	19	42	8	18	
	4	38	1502	20	53	18	47	13	34	6	16	
	5	46	1542	18	39	28	61	7	15	2	4	

2020-21 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	%	#	%	#	%	#	%	
Hispanic/ Latino	3	18	1477	1	6	17	94	7	39	2	11	
	4	23	1509	7	30	16	70	7	30	1	4	

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	5	21	1655	1	5	20	95	14	67	7	33

2021-22 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Hispanic/ Latino	3	12	1339	6	50	6	50	1	8	1	8
	4	19	1561	4	21	15	79	8	42	4	21
	5	21	1586	3	14	18	86	7	33	2	10

2022-23 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Hispanic/ Latino	3	20	1436	9	45	11	55	9	45	2	10
	4	11	1405	9	82	2	18	2	18	0	0
	5	19	1519	9	47	10	53	1	5	0	0
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
Asian	3	1									
	4	0									

	5	0										

2020-21 Mathematics STAAR Results

Student Group

Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	6	1439	0	0	6	100	1	17	0	0
	4	4									
	5	11	1590	3	27	8	73	5	45	2	18

2021-22 Mathematics STAAR Results

Student Group

Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1366	4	40	6	60	2	20	0	0
	4	8	1493	3	38	5	63	1	13	1	13
	5	4									
Black or African American	3	4									
	4	8	1437	5	63	3	38	1	13	0	0
	5	7	1531	3	43	4	57	1	14	0	0
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									

2020-21 Mathematics STAAR Results

Student Group

White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
3	17	1518	2	12	15	88	10	59	6	35
4	15	1660	1	7	14	93	11	73	8	53
5	16	1708	2	13	14	88	12	75	8	50

2021-22 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	14	1479	3	21	11	79	9	64	2	14
	4	16	1594	3	19	13	81	9	56	4	25
	5	16	1732	1	6	15	94	12	75	8	50

2022-23 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	17	1518	3	18	14	82	9	53	6	35
	4	15	1583	4	27	11	73	8	53	5	33
	5	18	1575	5	28	13	72	5	28	2	11
Two or More Races	3	2									
	4	1									
	5	0									
Two or More Races	3	3									
	4	3									
	5	0									
Two or More Races	3	3									
	4	3									
	5	2									

2020-21 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	30	1474	3	10	27	90	11	37	3	10
	4	29	1530	8	28	21	72	10	34	4	14
	5	35	1617	6	17	29	83	18	51	8	23

2021-22 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	28	1366	12	43	16	57	5	18	1	4
	4	33	1546	10	30	23	70	13	39	6	18
	5	26	1616	3	12	23	88	12	46	3	12

2022-23 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	35	1429	15	43	20	57	14	40	5	14
	4	27	1461	18	67	9	33	7	26	2	7
	5	35	1542	12	34	23	66	5	14	2	6

2020-21 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient											

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
3	10	1510	0	0	10	100	5	50	2	20
4	11	1525	2	18	9	82	3	27	0	0
5	9	1661	0	0	9	100	6	67	3	33

2021-22 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Limited English Proficient	3	5	1349	2	40	3	60	0	0	0	0
	4	10	1600	0	0	10	100	6	60	2	20
	5	10	1599	0	0	10	100	4	40	0	0

2022-23 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Limited English Proficient	3	13	1439	6	46	7	54	6	46	1	8
	4	5	1401	4	80	1	20	1	20	0	0
	5	10	1515	5	50	5	50	1	10	0	0

2020-21 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Special Education	3	2									
	4	7	1477	4	57	3	43	1	14	1	14
	5	11	1580	4	36	7	64	4	36	2	18
Special Education	3	5	1255	4	80	1	20	0	0	0	0

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
	4	7	1438	5	71	2	29	1	14	0	0
	5	7	1573	2	29	5	71	3	43	0	0
Special Education	3	8	1403	5	63	3	38	2	25	2	25
	4	5	1379	4	80	1	20	0	0	0	0
	5	6	1480	4	67	2	33	0	0	0	0

2021-22 Mathematics STAAR Results

Student Group

Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

At-Risk

Grade Level	# Students Tested	Average Scale Score	#	%	#	%	#	%	#	%
3	21	1320	13	62	8	38	1	5	0	0
4	25	1530	8	32	17	68	8	32	3	12
5	22	1567	5	23	17	77	6	27	0	0

Science

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	49	3688	18	37	31	63	13	27	6	12
Hispanic/	5	21	3686	8	38	13	62	5	24	2	10
American Indian or	5	0									
Black or African	5	11	3441	7	64	4	36	2	18	0	0
White	5	16	3911	2	13	14	88	6	38	4	25
Two or More Races	5	0									
Economically	5	35	3561	17	49	18	51	6	17	2	6
Limited English	5	9	3750	3	33	6	67	3	33	2	22
Special Education	5	11	3445	7	64	4	36	2	18	2	18

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	41	3821	14	34	27	66	17	41	7	17
Hispanic/	5	21	3567	11	52	10	48	4	19	1	5
American Indian or	5	0									
Asian	5	0									
Black or African	5	4									
Native Hawaiian or Other Pacific Islander	5	0									
White	5	16	4154	1	6	15	94	11	69	5	31
Two or More Races	5	0									
Economically	5	26	3757	10	38	16	62	10	38	3	12
Limited English	5	10	3636	5	50	5	50	2	20	1	10
Special Education	5	7	3608	3	43	4	57	2	29	0	0
At-Risk	5	22	3536	11	50	11	50	3	14	1	5

2022-23 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	47	3546	21	45	26	55	8	17	3	6
Hispanic/	5	19	3434	10	53	9	47	1	5	0	0
American Indian or	5	0									
Black or African	5	7	3528	4	57	3	43	1	14	0	0
White	5	19	3683	6	32	13	68	6	32	3	16
Two or More Races	5	2									
Economically	5	36	3528	16	44	20	56	5	14	2	6
Limited English	5	10	3468	5	50	5	50	1	10	0	0
Special Education	5	7	3188	5	71	2	29	0	0	0	0

Goals and Strategies

Goal 1: All Core Subjects
Goal #1 - SES will target the needs of learners to inspire a vision and help students plan and prepare for post-secondary, military, and/or technical education, creating a positive work ethic, and encouraging responsible citizenship.

Performance Objective 1:
Objective #1 - Increase the percentage of students receiving at or above the standard score for state standardized tests in Math and RLA (Reading/Language Arts).

Evaluation Data Source(s):
Benchmark data, Unit tests

Summative Evaluation:
TAPR, STAAR

Strategy/Activity 1

Provide accelerated instruction to close the gaps for students in need (HB 4545 requirement).

Critical Success Factor(s)	**CSF 1**
	CSF 2
	CSF 4

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Teachers, & Math and Reading Interventionists

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 2

Provide a targeted Summer School for students focusing on practice, review, and reinforcement of skills and concepts in Math and Reading.

Critical Success Factor(s)	**CSF 1**
	CSF 2
	CSF 4

Timeline

August 2023 - June 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Accomplished | January | | March | |

Summative

Resources

Strategy/Activity 3

Implement G/T strategies and programs for identified students, with all teachers having GT certification and annual training updates.

| **Critical Success Factor(s)** | **CSF 1** |
| | **CSF 2** |

CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, G/T Coordinator & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 4

Utilize enrichment and/or RtI time to group students by academic need. High achieving students will receive accelerated instruction during this time.

Critical Success Factor(s)	CSF 1
	CSF 2
	CSF 4

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Goal 2: All Core Subjects
Goal #1 - SES will target the needs of learners to inspire a vision and help students plan and prepare for post-secondary, military, and/or technical education, creating a positive work ethic, and encouraging responsible citizenship.

Performance Objective 1:
Objective #2 - SES students will be actively engaged and participate in activities promoting college and career-readiness standards.

Evaluation Data Source(s):
Report Cards, Benchmarks

Summative Evaluation:
STAAR, TAPR, Report Cards

Strategy/Activity 5

Each grade level will participate in a community and/or local area field trip to promote awareness of opportunities for future careers (banks, public library, local restaurants, car dealerships, fitness center, fire station, police station, medical center, manufacturing plants, post office, distribution centers, city hall, courthouse, airports, museums, etc.) and provide well-rounded educational opportunities.

| **Critical Success Factor(s)** | CSF 5 |
| | CSF 6 |

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principals & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 6

Campus Career Day (Structured presentations by guest presenters from a variety of fields).

Critical Success Factor(s)   CSF 5

                                     CSF 6

Timeline

Spring 2024

Person(s) Responsible/Monitor

Principals & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	No Progress	January		March	

Summative

Resources

Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

STEM Night (each grade level focuses on an activity related to a different STEM career).

Critical Success Factor(s)   **CSF 5**

CSF 6

Timeline

Spring 2024

Person(s) Responsible/Monitor

Principals & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	No Progress	January		March	

Summative

Resources

Goal 3: All Core Subjects

Goal #2 - SES will expect that for the 2023-2024 school year, the percentage of all students will meet or exceed the achievement standard for the state standardized tests in Math, RLA, and Science will increase.

Performance Objective 1:

Objective #1 - SES will implement an aligned viable curriculum in all subject areas to increase academic rigor.

Evaluation Data Source(s):

Benchmarks

Summative Evaluation:

STAAR, TAPR

Strategy/Activity 1

Utilize the Scope and Sequence of each adopted curriculum and the TEKS Resource System to implement a viable and aligned curriculum.

Critical Success Factor(s)	CSF 1
	CSF 2
	CSF 3
	CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 2

Implement a Reading program that incorporates writing to target specific student needs and allow for individualized instruction and accelerated learning for both struggling and advanced students.

Critical Success Factor(s)

CSF 1

CSF 2

CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Administer Universal Screeners for the campus to monitor student progress and identify students in need of targeted assistance in reading and/or math. (Students assessed at least three times a year.)

Critical Success Factor(s)

CSF 1

CSF 2

CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 4

Implement an Accelerated Reading Program to target specific student needs and allow for individualized instruction and accelerated learning for both struggling and advanced students.

Critical Success Factor(s)

CSF 1

CSF 2

CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 5

Implement a standards-based report card system for students in grades Pre-Kindergarten and Kindergarten focusing on mastery of grade level TEKS objectives.

Critical Success Factor(s)	CSF 1
	CSF 2

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 6

Integrate a structured phonics program (Really Great Reading) in grades PreK - 2nd grade.

Critical Success Factor(s)

CSF 1

CSF 2

CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Goal 4: All Core Subjects

Goal #2 - SES will expect that for the 2023-2024 school year, at least 80% of all students will meet or exceed the achievement standard for the state standardized tests in Math, RLA, and science.

Performance Objective 1:

Objective #2 - SES will improve student learning and achievement through regular, targeted professional development for all staff.

Evaluation Data Source(s):

Benchmarks, TAPR, STAAR

Summative Evaluation:

STAAR, TAPR

Strategy/Activity 1

Professional development will be offered throughout the year to ensure that all staff maintains highly effective status.

Critical Success Factor(s)	CSF 1
	CSF 2
	CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 2

Mentoring new teachers and teachers identified by principal as those in need of assistance.

Critical Success Factor(s)

CSF 1

CSF 2

CSF 6

CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 3

Professional Learning Communities (PLC) - A common planning time for teachers within a grade level to allow for data analysis, planning, team collaboration, and training on various topics

including effective instructional strategies and best practices.

Critical Success Factor(s)	CSF 1
	CSF 2
	CSF 6
	CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 4

Campus Vertical Alignment team meetings to ensure teacher understanding and mastery in teaching specific skills and concepts appropriate for their grade level based on TEKS to prevent foundational learning gaps across grade levels.

Critical Success Factor(s)	CSF 1
	CSF 2
	CSF 6
	CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Goal 5: All Core Subjects

Goal #2 - SES will expect that for the 2023-2024 school year, the percentage of all students will meet or exceed the achievement standard for the state standardized tests in math and reading will increase.

Performance Objective 1:

Objective #3 - SES will improve student learning and achievement by increasing the percentage of students at the meets grade level standard and above by 10%.

Evaluation Data Source(s):

STAAR, TAPR, Benchmarks

Summative Evaluation:

STAAR, TAPR, Report Cards

Strategy/Activity 5

Provide intensive instructional support to identified at-risk students through special programs including but not limited to: RtI, EB/EL, 504, Special Education, At-Risk, etc.

Critical Success Factor(s)	**CSF 1**
	CSF 2
	CSF 4

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Teachers, Interventionists

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 6

Reading and Math Interventionists to provide support for staff members and to work with struggling students based on individually targeted skills and concepts as needed.

Critical Success Factor(s)

CSF 1

CSF 2

CSF 4

CSF 7

Timeline

August 2023- May 2024

Person(s) Responsible/Monitor

Principal & Reading and Math Interventionists

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 7

Continue to implement Response to Intervention (RtI) by grade level in daily schedules.

Critical Success Factor(s)

CSF 1

CSF 2

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Teachers, Reading and Math Interventionists

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 8

Monitor attendance and follow up as needed to ensure students attend school regularly and on time including phone calls home, home visits, incentives, legal proceedings as required by law.

	CSF 1
	CSF 2
Critical Success Factor(s)	**CSF 4**
	CSF 5
	CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Attendance Clerk, Counselor & Teachers

Strategy's Expected Result/Impact

Increase student attendance and performance at/above grade level standards.

Reviews

Formative

November   Some Progress   January   March

Summative

Resources

Goal 6: All Core Subjects

Goal #3 - SES will continue to increase opportunities for parents and community to be involved in school, creating effective partnerships that will result in a total quality commitment to our students and our educational system.

Performance Objective 1:

Objective #1 - SES will build collaborative partnerships with local organizations to expand support systems, provide resources, and increase parental and community involvement in the education of children.

Evaluation Data Source(s):
Benchmarks

Summative Evaluation:
STAAR, TAPR

Strategy/Activity 1

SES will collaborate with Parents as Teachers (PAT) to maintain a Family Learn and Play Room on the campus where PAT educators will provide educational opportunities for parents to learn and interact with their children in a positive educational environment.

Critical Success Factor(s)   CSF 5

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Parents As Teachers Educators

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 2

SES will collaborate with the Boys and Girls Club of Champion Valley to provide effective after-school and summer programs at the club to enhance academic expectations and meet social and emotional needs of students in the community.

Critical Success Factor(s)   CSF 5

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Teachers & Boys and Girls Club Chief Executive Officer

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 3

SES will collaborate with the Stanzel Foundation for Healthy High - Healthy Choices program.

Critical Success Factor(s)   CSF 5

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Health Office, Coordinator of the Healthy High Program

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 4

SES will provide opportunities for families to learn strategies to assist their student(s) with homework (Shorty's Snack and Learn, Family Nights).

Critical Success Factor(s)
CSF 5

CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Teachers, & Paraprofessionals

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 5

SES will collaborate with Schulenburg Public Library to provide supplemental services and programs targeting reading.

Critical Success Factor(s)   **CSF 5**

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Teachers & Public Library

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	No Progress	January		March	

Summative

Resources

Strategy/Activity 6

Coordinate with Bluebonnet Trails in order to identify students that are in need of further counseling/services in order to be successful in all critical areas (academic, emotional, and social to include violence prevention and intervention).

Critical Success Factor(s)   **CSF 5**

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, SEL Counselor, Teachers, Bluebonnet Counselor

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 7

Communicate with parents via multiple avenues (Weekly Newsletter, Facebook, School Messenger, school website, etc.)

Critical Success Factor(s)   CSF 5

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 8

SES will offer summer camp activities to students and students of surrounding communities (Club Invention, Lego Robotics).

Critical Success Factor(s)   CSF 5

Timeline

Summer 2024

Person(s) Responsible/Monitor

Principal & Teacher

Strategy's Expected Result/Impact

Increase student problem solving skills and creativity.

Reviews

Formative

| November | Accomplished | January | | March | |

Summative

Resources

Goal 7: All Core Subjects
Goal #3 - SES will continue to increase opportunities for parents and community to be involved in school, creating effective partnerships that will results in a total quality commitment to our students and our educational system.

Performance Objective 1:
Objective #2 - SES will improve communication and increase the number of parents involved in their child's education by providing multiple, diverse opportunities for parents and community members to actively participate in school events

Evaluation Data Source(s):
Sign-in Sheets, Benchmarks

Summative Evaluation:
STAAR, TAPR

Strategy/Activity 1

Staff will maintain a parent contact file to document efforts to communicate with parents regarding a student's academic progress and behavior. All parents will be contacted personally within the first nine-weeks of school and contact will continue throughout the school year.

| Critical Success Factor(s) | CSF 5 |
| | CSF 6 |

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 2

Increase parental involvement of Hispanic families by improving bilingual communication through translation services including verbal and written communication.

| **Critical Success Factor(s)** | **CSF 5** |
| | **CSF 6** |

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Counselor, ESL Coordinator, and Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 3

Encourage parent participation in the Parent Teacher Organization by actively collaborating with PTO officers in planning and hosting meetings and events, disseminating information, and encouraging parent volunteers.

| **Critical Success Factor(s)** | **CSF 5** |
| | **CSF 6** |

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 4

SES campus and teachers will maintain avenues of communicating to keep parents and community members informed of school activities and events through the use of programs such as School Messenger, Weekly Newsletter (including Weekly Message from Principal), Facebook page, etc.

Critical Success Factor(s)	**CSF 5**
	CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 5

Provide opportunities for parents to attend special events/informational meetings to strengthen school-home relationships and build collaborative teams.

Critical Success Factor(s)

CSF 5

CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachcers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 6

Provide parents access to their child/children's grades, attendance, assignments, and specific program progress through web-based parent portals.

Critical Success Factor(s)

CSF 5

CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, PEIMS Clerk, Counselor, Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 7

ESL Parent Meetings will be held to provide students with an opportunity to ask questions and share concerns with translators available.

| **Critical Success Factor(s)** | CSF 5 |
| | CSF 6 |

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Teachers and ESL Coordinator

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | No Progress | January | | March | |

Summative

Resources

Strategy/Activity 8

Kindergarten teachers will have parent meetings throughout the year to provide parents with beneficial academic information regarding their child's education and expectations in kindergarten.

Critical Success Factor(s)

CSF 5

CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal and Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 9

Pre-K Parent Engagement sessions will be help to provide parents with educational activities for their children.

Critical Success Factor(s)

CSF 5

CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teachers

Strategy's Expected Result/Impact

Increase student performance at/above grade level standards.

Reviews

Formative

| November | No Progress | January | | March | |

Summative

Resources

Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide transition program and services to fifth grade students transitioning to middle school program.

Critical Success Factor(s)   CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Teachers and Principal

Strategy's Expected Result/Impact

Increase student readiness in the transition to the next grade span.

Reviews

Formative

| November | No Progress | January | | March | |

Summative

Resources

Goal 8: Safety and Security

Goal #4 - SES will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1:

Objective #1 - Decrease the number of discipline referrals as measured through TxEIS.

Evaluation Data Source(s):

TxEIS

Summative Evaluation:

TxEIS

Strategy/Activity 1

Develop a discipline management plan to be used by all staff.

| Critical Success Factor(s) | CSF 1 |
| | CSF 7 |

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & Teacher

Strategy's Expected Result/Impact

Decrease discipline referrals.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Strategy/Activity 2

SES will monitor security cameras throughout the campus.

Critical Success Factor(s)
CSF 1

CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal & IT Department

Strategy's Expected Result/Impact

Ensure the safety and security of students and staff.

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Goal 9: Recruit and Retain High Quality Staff
Goal #5 - SES will recruit and retain outstanding teachers, administrators, and staff.

Performance Objective 1:
Recruit, hire, retain, and provide support for highly qualified, certified teachers, administrators, and staff.

Evaluation Data Source(s):
Professional development agendas
IT Support Schedules/Agendas
Data Meeting Schedules/Agendas
IFT sign-in sheets/agendas/ minutes
FAC sign-in sheets/agendas/ minutes

Summative Evaluation:
1 - PD Certifications of completion
2 - Lead4ward reports used in data analysis and lesson planning by teachers
3 - TEX Guides/TEKS Resource System utilized as the curriculum
4 - Eduphoria formative assessments/reporting used for data
5 - Behavior management techniques used
6 - ESL strategies used in all classrooms

Goal 10: Maintain and Update Facilities

Goal #6 - Maintain a strong financial position while effectively addressing future educational and facility needs.

Performance Objective 1:

Maintain a strong financial position while effectively addressing future educational and facility needs.

Evaluation Data Source(s):

Maintain excellence in operations at SES.

Summative Evaluation:

Purchases are aligned with district, campus and community goals

Strategy/Activity 1

Maintain the SES campus budget and attend all district staff development on requirements for state
compensatory education and federal Title I funds.

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Purchases are aligned with district, campus and community goals

Reviews

Formative

November	Some Progress	January		March	

Summative

Resources

Strategy/Activity 2

Maintain system to report repair and maintenance for classrooms and campuses.

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

work order submissions

Reviews

Formative

| November | Some Progress | January | | March | |

Summative

Resources

Goal 11:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference   **Amount**

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference	Funding Source	Amount