

Longview Independent School District

Ned E. Williams Elementary

2023-2024 Improvement Plan

Accountability Rating: B



Board Approval Date: October 16, 2023

Mission Statement

Ned E. Williams Magnet STEAM Academy is committed to developing life-long learners through a program of differentiated and rigorous inquiry, equipping students to become innovative and collaborative in a global society. Our teaching practices are both reflective and responsive to the needs of our students. We will create opportunities for students to be active inquirers, thinkers and contributing members of society.

Vision

Ned E. Williams Magnet STEAM Academy aims to provide developmentally appropriate learning experiences by making learning interactive and productive. We will differentiate instruction and integrate technology to build a school community of learners striving to become balanced reflective inquirers, knowledgeable thinkers and communicators, principled learners, caring, and open-minded risk-takers.

MOTTO/Pledge

Every day I will try my best.
I will not quit. I will not rest.
Until my brain has grown a bit
And I have learned how to do it.

If I fail I will be ok,
I will just try a different way.
Even if, I can't do it yet,
I still have- A Growth Mindset.

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Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

Demographics

Demographics Summary

Ned E. Williams Magnet STEAM Academy (NEWMSA) is a first - fifth-grade Title I elementary campus. Ned is also an IB candidate school. Ned ended the 2023 school year with 390 students, which has increased from the 2021-2022 school year.

The demographics for the campus are 49% African-American students, 41% Hispanic students, 8% white, and 8% other ethnicities. Eighty-nine percent of our students fall into the lower socioeconomic status. 11% of the students receive special education services. We have 28% of our students who are coded as limited English proficiency. Our attendance rate ended at 96.2% for the year compared to last year's 96.55%. 73% of our students are coded as at-risk.

The staff at NEWMSA consisted of professionals and paraprofessionals who were 52% African-American, 34% Hispanic, 10% White, and 4% other. The teachers on staff had an average of 6-10 years of experience. All teachers were certified by the State and considered highly qualified by federal standards.

Data from the 2022-2023 school year indicates that the African American student group is the largest population with 186 students which makes up 48% of N.E.W. student body. The Hispanic student group is the second largest with 153 students (40%), followed by the White student group with 26 students. There are 19 students classified as Two-or-More Races. Out of the 385 students during the 2022-2023 school year, 59% are listed as At Risk, 4 students qualify for the GT program, 7% receive Special Education services, 90% are listed as ECD, 10% are listed as ESL, and 18% receive bilingual services.

Professional/Para-professional Staff Members: Counselor, Program Curricular Support Specialist, Reading Interventionist, ESL teacher, Magnet Coordinator/Robotics teacher, Dyslexia teacher, Spanish teacher.

3 Administrative Staff: Principal (Head of School), PYP Coordinator (Academic Dean), Social Emotional Leader (counselor)
15 monolingual teachers, 4 bilingual teachers, 3 special education teachers, 4 Co-curricular teachers, 8 para-professional

Demographics Strengths

Ned E. Williams Magnet Steam Academy has been recognized by TEA as a high-performing campus based on its high

population of at-risk students scoring at the Approaches level on STAAR. The new STAAR update was attacked this year with the new answer types and our rating has increased by one point from an 87 to an 88. This year's goal is to be an A campus.

2022 STAAR Data

3rd Grade Math

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
Hispanic	27	23	85%	17	63%	10	37%
African American	39	27	69%	17	44%	6	15%
White	3	2	67%	0	0%	0	0%

4th Grade Math

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
Hispanic	28	19	68%	9	32%	5	18%
African American	38	24	63%	14	37%	7	18%
White	4	1	25%	1	25%	0	0%

5th Grade Math

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
Hispanic	23	21	91%	14	61%	7	30%
African American	43	41	95%	26	60%	18	42%
White	2	1	50%	1	50%	0	0%

3rd Grade RLA

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
Hispanic	27	22	81%	15	56%	10	37%
African American	39	28	72%	22	56%	15	38%
White	3	2	67%	0	0%	0	0%

4th Grade RLA

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
Hispanic	28	18	64%	11	39%	6	21%
African American	38	23	61%	16	42%	7	18%
White	4	3	75%	2	50%	0	0%

5th Grade RLA

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
Hispanic	23	19	83%	11	48%	6	26%
African American	43	32	74%	26	60%	15	35%
White	2	2	100%	1	50%	0	0%

5th Grade Science

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
Hispanic	23	19	83%	12	52%	5	22%
African American	43	32	74%	19	44%	9	21%
White	2	1	50%	1	50%	1	50%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2022 TELPAS scores reflected 52% of our bilingual students did not make growth. **Root Cause:** Students need more simulation practice using the online TELPAS practice Summit K - 12 for the students to prepare.

Student Learning

Student Learning Summary

Reading

Grade 03			Grade 04			Grade 05			
Subpopulation	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%
All Students	74	56	76	75	45	60	72	66	92
Hispanic	27	23	85	28	19	68	23	21	91
Asian	1	1	100	0	0	0	0	0	0
African American	39	27	69	38	24	63	43	41	95
White	3	2	67	4	1	25	2	1	50
Two or More Races	3	2	67	0	0	0	1	1	100
ECD	66	48	73	70	40	57	68	62	91
ESL	1	0	0	3	2	67	17	15	88
Special Education	4	0	0	9	2	22	9	7	78
At Risk	54	40	74	57	31	54	59	54	92
Dyslexia	2	2	100	3	0	0	4	3	75
STAAR Demographics by Grade for Mathematics for NED E WILLIAMS EL									

Year: 2022 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
 Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

	Grade 03			Grade 04			Grade 05		
Subpopulation	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%
All Students	74	37	50	75	25	33	72	40	56
Hispanic	27	17	63	28	9	32	23	14	61
Asian	1	1	100	0	0	0	0	0	0
African American	39	17	44	38	14	37	43	23	53
White	3	0	0	4	1	25	2	1	50
Two or More Races	3	2	67	0	0	0	1	1	100
ECD	66	32	48	70	22	31	68	39	57
ESL	1	0	0	3	2	67	17	13	76

	Grade 03			Grade 04			Grade 05		
Special Education	<u>4</u>	0	0	<u>9</u>	<u>2</u>	22	<u>9</u>	<u>2</u>	22
At Risk	<u>54</u>	<u>25</u>	46	<u>57</u>	<u>15</u>	26	<u>59</u>	<u>30</u>	51
Dyslexia	<u>2</u>	<u>1</u>	50	<u>3</u>	0	0	<u>4</u>	<u>2</u>	50

STAAR Demographics by Grade for Mathematics for NED E WILLIAMS EL

Year: 2022 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
 Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

	Grade 03			Grade 04			Grade 05		
Subpopulation	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%
All Students	<u>74</u>	<u>19</u>	26	<u>75</u>	<u>12</u>	16	<u>72</u>	<u>20</u>	28
Hispanic	<u>27</u>	<u>10</u>	37	<u>28</u>	<u>5</u>	18	<u>23</u>	<u>5</u>	22
Asian	<u>1</u>	<u>1</u>	100	0	0	0	0	0	0
African American	<u>39</u>	<u>6</u>	15	<u>38</u>	<u>7</u>	18	<u>43</u>	<u>15</u>	35
White	<u>3</u>	0	0	<u>4</u>	0	0	<u>2</u>	0	0
Two or More Races	<u>3</u>	<u>2</u>	67	0	0	0	<u>1</u>	0	0
ECD	<u>66</u>	<u>17</u>	26	<u>70</u>	<u>10</u>	14	<u>68</u>	<u>19</u>	28
ESL	<u>1</u>	0	0	<u>3</u>	<u>1</u>	33	<u>17</u>	<u>5</u>	29
Special Education	<u>4</u>	0	0	<u>9</u>	<u>1</u>	11	<u>9</u>	<u>1</u>	11
At Risk	<u>54</u>	<u>12</u>	22	<u>57</u>	<u>5</u>	9	<u>59</u>	<u>13</u>	22
Dyslexia	<u>2</u>	<u>1</u>	50	<u>3</u>	0	0	<u>4</u>	<u>1</u>	25

STAAR Demographics Growth by Grade for Mathematics for NED E WILLIAMS EL

Year: 2022 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
 Calculation Option: Growth Retests: First Administrations Source: Admin

	Grade 04					Grade 05				
Subpop	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%
All Students	<u>75</u>	<u>33</u>	<u>37</u>	<u>16</u>	<u>13</u>	<u>72</u>	<u>15</u>	<u>43</u>	<u>39</u>	<u>3</u>
Hispanic	<u>28</u>	<u>25</u>	<u>43</u>	<u>21</u>	<u>11</u>	<u>23</u>	<u>13</u>	<u>57</u>	<u>30</u>	0
African American	<u>38</u>	<u>39</u>	<u>39</u>	<u>16</u>	<u>5</u>	<u>43</u>	<u>14</u>	<u>42</u>	<u>40</u>	<u>5</u>

	Grade 04					Grade 05				
White	<u>4</u>	<u>75</u>	0	0	<u>25</u>	<u>2</u>	<u>50</u>	0	<u>50</u>	0
Two or More Races	0	0	0	0	0	<u>1</u>	0	0	<u>100</u>	0
ECD	<u>70</u>	<u>33</u>	<u>39</u>	<u>14</u>	<u>14</u>	<u>68</u>	<u>13</u>	<u>44</u>	<u>40</u>	<u>3</u>
ESL	<u>3</u>	<u>33</u>	<u>67</u>	0	0	<u>17</u>	<u>12</u>	<u>53</u>	<u>35</u>	0
Special Education	<u>9</u>	<u>22</u>	<u>44</u>	0	<u>33</u>	<u>9</u>	<u>22</u>	<u>56</u>	<u>22</u>	0
At Risk	<u>57</u>	<u>37</u>	<u>35</u>	<u>18</u>	<u>11</u>	<u>59</u>	<u>15</u>	<u>47</u>	<u>36</u>	<u>2</u>
Dyslexia	<u>3</u>	<u>67</u>	<u>33</u>	0	0	<u>4</u>	<u>50</u>	<u>25</u>	<u>25</u>	0

Student Learning Strengths

76% of Ned's students scored at the approaches grade-level state standards on STAAR Math. Ned received an overall rating of B and earned 5 out of the 6 possible distinctions for elementary campuses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 74 percent of the students are passing, and only 23% are passing at the masters level. **Root Cause:** Teachers are not teaching to the depth and complexity of the student expectation.

Problem Statement 2 (Prioritized): New STAAR 2.0 with ECR, SCR, and new question types **Root Cause:** A writing program is needed to ensure alignment of skills from 1st to 5th grade and training on how to implement the writing student expectations. HMH Writable is being implemented and growth is expected on the 2024 STAAR.

Problem Statement 3 (Prioritized): Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. **Root Cause:** Students begin transferring out of the district and in the district.

School Processes & Programs

School Processes & Programs Summary

Ned E. Williams Magnet STEAM Academy is a data-driven school where teachers utilize various resources to make informed decisions regarding planning, adjusting, and delivering instruction. Teachers deconstruct student expectations utilizing TEKS Resource Systems and develop Units of Inquiry during PLCs to ensure lessons are aligned to TEKS. Teachers are provided ample time during their plus day for professional development, to reflect on transdisciplinary skills, prepare, and model instructional strategies/ best practices, that will help to ensure student growth and achievement. The administrator and teachers analyze data from campus and local assessments weekly to determine which student expectations and specific skills need remediation. Once these areas are identified, adjustments will be made to the lesson planning and delivery and targeted instruction for specific students will be implemented.

Tutorials will begin at the beginning of the second six weeks. Students will participate in morning blitz on Tuesday and Thursdays. Teachers will focus on knowledge and skills specific to each leveled group. All teachers are providing accelerated interventions to students who did not pass STAAR and to those that are not performing at grade level. Ned's administrator and curriculum support specialist are involved in the planning of lessons, modeling lessons for teachers, and conducting walk-throughs daily to identify areas of improvement and strengths. Conferences are held with teachers to discuss areas of reinforcement and refinement.

Teachers have received training from Reading Horizons (Phonics Programs) and Region 7 this year. Teachers are being trained on Lesson Alignment and Formative assessment, aggressive monitoring, and Data Driven Decision Making. Teachers will also receive a refresher training from Empowering Writers and Reading Horizons. These trainings will provide teachers with insight on how to approach instruction and develop intentional lessons that produce student growth.

Ned will continue to build on the success that we've had in regard to student achievement and student mastery. We will continue to focus on student growth and increasing the number of students scoring at the meets and masters level. Charter startup funds enabled Ned to install a Smart Lab. The Smart Lab provides students with hands-on learning experiences and teaches students how to problem solve and collaborate.

Teachers and students have access to technology and programs to support classroom instruction. The following programs are used campus wide to support instruction:

- Imagine Math (Gr. 1-2)
- Reading Horizon (Gr. 1-3)
- Reading A-Z (Gr. 1-5)
- Istation Reading (Gr. 1-5)
- STEMScopes Math and Science (Gr. 1-5)
- Eureka Math
- Imagine Math

- HMH

Ned is well on it's way on becoming an authorized IB school. Students are becoming inquires, knowledgeable and caring young people.

School Processes & Programs Strengths

- Data-driven decision making
- Weekly planning meetings to develop instructional practices, deconstruct SEs and practice instructional delivery
- Consistent feedback (T-TESS goals, PLC modeling sessions, walkthroughs, and appraisals)
- Utilization of web-based programs to improve gaps of at-risk students (Imagine Learning, Istation Reading, STEMScopes Math and Science).
- TxBESS mentor program to support new teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Confusion about the correct programs to use in the classroom. **Root Cause:** There are too many resources available; therefore we are looking at the best ones for our campus to implement.

Problem Statement 2 (Prioritized): Teacher turnover at 25% **Root Cause:** Teachers need more support and procedures

Perceptions

Perceptions Summary

Ned E. Williams Magnet STEAM Academy (NEWMSA) is a Title I school that uses a collaborative approach to include all stakeholders. Ned has created a welcoming and safe school environment for students, staff, and parents. It is our goal to encourage parent involvement in the decision making of the students we serve and participate in campus activities. The school environment is positive and focused on student social and academic growth. Ned is working towards establishing an active parental involvement program with the help our PYP Coordinator and Leadership Team.

Parent and community involvement is a major focus at Ned E. Williams Magnet STEAM Academy. Due to COVID-19, we have been limited on interactions with parents and community partners. Ned utilizes the Longview Voice, campus web page, "The N.E.W. Scoop and Ned's Facebook page to promote extracurricular and co-curricular activities that are taking place at Ned. Ned's Facebook page allows us to communicate and promote many of the new and exciting things that are happening at Ned this year. Teacher's and the PYP coordinator send home a newsletter to parents every six weeks to keep parents informed of campus events.

Students enjoy coming to school at Ned E. Williams. Ned is implementing a rigorous and highly engaging magnet theme focused on Engineering! Ned has is a Magnet STEAM campus with an engineering focus. The campus has continued to align its practices with the International Baccalaureate (IB) framework. At Ned E. Williams Magnet STEAM Academy, our mission is to challenge students to become analytical thinkers, problem solvers, and reflective. Students are being prepared for the future through enriched PBL activities. There is a wide spread campus participation in enriching activities such as smart lab instruction, audio engineering, Spanish language learning, and robotics.

Perceptions Strengths

Analysis has identified the following curriculum, instruction and assessment strengths:

- Our staff excels in utilizing data from DMAC to improve instruction.
- Teachers are becoming reflective in their teaching practices and collaborate on ideas to improve instruction during planning meetings.
- The Synergy Project grant funds have allowed Ned to purchase technology and resources to help support students' academic needs.
- Training provided to teachers has help them grow in their instructional practices
- Teachers are deconstructing student expectations to ensure alignment of activities and instruction.
- School by Design model provides time for teachers to collaborate in their PLCs and participate in Professional

Development training

- Community Partnerships with Eastman and Vera Bank.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Instruction in all components of balanced literacy is not implemented with fidelity. **Root Cause:** Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.

Problem Statement 2 (Prioritized): Lack of parental involvement **Root Cause:** The Covid pandemic made it impossible to allow visitors. Once the ban of visitors was lifted, the involvement has not revived. Parental involvement and community involvement are a top priority of NED this year. A community member has already reestablished our Mustang Men, and the planning of a PTA is underway.

Priority Problem Statements

Problem Statement 1: 74 percent of the students are passing, and only 23% are passing at the masters level.

Root Cause 1: Teachers are not teaching to the depth and complexity of the student expectation.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: New STAAR 2.0 with ECR, SCR, and new question types

Root Cause 2: A writing program is needed to ensure alignment of skills from 1st to 5th grade and training on how to implement the writing student expectations. HMH Writable is being implemented and growth is expected on the 2024 STAAR.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Instruction in all components of balanced literacy is not implemented with fidelity.

Root Cause 3: Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading.

Root Cause 4: Students begin transferring out of the district and in the district.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 2022 TELPAS scores reflected 52% of our bilingual students did not make growth.

Root Cause 5: Students need more simulation practice using the online TELPAS practice Summit K - 12 for the students to prepare.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Confusion about the correct programs to use in the classroom.

Root Cause 6: There are too many resources available; therefore we are looking at the best ones for our campus to implement.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teacher turnover at 25%

Root Cause 7: Teachers need more support and procedures

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of parental involvement

Root Cause 8: The Covid pandemic made it impossible to allow visitors. Once the ban of visitors was lifted, the involvement has not revived. Parental involvement and community involvement are a top priority of NED this year. A community member has already reestablished our Mustang Men, and the planning of a PTA is underway.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- 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

Goals





Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Increase staff retention rate by providing ongoing training and support and developing master teachers from 25% turnover to 12.5% turnover rate by the May of 2024.

High Priority

Evaluation Data Sources: Transfer request, Reassignment

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers to LISD will be partnered with a mentor.</p> <p>The mentor and campus admin will identify and provide training for the needs of new staff.</p> <p>Strategy's Expected Result/Impact: Monthly Mentoring Logs</p> <p>TxBESS Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Human Resource and principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers meet weekly in planning to deconstruct student expectations (SEs), analyze student data, model difficult SEs and strategies, develop assessments and questioning, and collaboratively plan to implement best practices to improve student achievement.</p> <p>Strategy's Expected Result/Impact: CA Results increase by 10% every 6 weeks</p> <p>STAAR Mastery Percentage increases by 5%</p> <p>86.5% of new teachers are retained</p> <p>Staff Responsible for Monitoring: Principal, RLA and Math Campus Lead, PYP Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The School by Design Model provides teachers 1/2 day a week to participate in professional development training during school hours and adequate time to develop aligned rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Increase student mastery by 5%</p> <p>Decrease teacher mobility by 12.5%</p> <p>Staff Responsible for Monitoring: Principal, RLA and Math Campus Leads, PYP Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	May	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>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 74 percent of the students are passing, and only 23% are passing at the masters level. **Root Cause:** Teachers are not teaching to the depth and complexity of the student expectation.

Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. **Root Cause:** Students begin transferring out of the district and in the district.

School Processes & Programs





Problem Statement 2: Teacher turnover at 25% **Root Cause:** Teachers need more support and procedures

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Develop community and college relationships to employ student teachers, offer practicum hours, and have community volunteers, or mentors. 5th grade will visit a college campus by May 2024. All colleges/universities within 45 miles will be contacted within the first six weeks of the school year. The partnerships will increase by 5% by May 2024.

Evaluation Data Sources: Request from HR
Sign in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with LISD's Human Resource department to employ student teachers on campus.</p> <p>Strategy's Expected Result/Impact: The campus is able to identify proficient student teachers to hire as classroom teachers.</p> <p>Staff Responsible for Monitoring: Campus Principal Curriculum Support Specialist PYP Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. Root Cause: Students begin transferring out of the district and in the district.</p>
School Processes & Programs
<p>Problem Statement 2: Teacher turnover at 25% Root Cause: Teachers need more support and procedures</p>

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Communicate proactively with parents using various media venues: campus webpage, IB Campus newsletter, Counselor's Corner, Google Classroom, Class Dojo, Campus Facebook page, and school messenger. Newsletters will be sent out monthly beginning in September. Social media will be updated with posts at least once per week. Class Dojo will have 95% parental participation and 100% teacher participation beginning in August and continuing throughout the school year.

Evaluation Data Sources: Parent sign-in sheets for parent engagement activities, communication logs, district newspaper, and parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate proactively with parents using various media venues: campus webpage, IB Campus newsletter, Counselor's Corner, Google Classroom, Class Dojo, Campus Facebook page, and school messenger.</p> <p>Strategy's Expected Result/Impact: Collaborative communication with campus stakeholders Decrease miscommunications by 80%</p> <p>Staff Responsible for Monitoring: Principal, Counselor, PYP Coordinator, Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The N.E.W. Scoop 6-week newsletter, Ned's Facebook page, Email parents through Qmlativ, parent conferences, Teachers'/grade-level 6-week newsletter, weekly communication folders, student planners daily, campus web page and campus marquee will be utilized to increase communication and promote parent engagement activities or campus.</p> <p>Strategy's Expected Result/Impact: Improve home-school connection by 75%</p> <p>Increase Parental involvement participation by 40%</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Teachers, and campus/district ITS</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	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>				

Performance Objective 1 Problem Statements:





School Processes & Programs
Problem Statement 2: Teacher turnover at 25% Root Cause: Teachers need more support and procedures
Perceptions
Problem Statement 2: Lack of parental involvement Root Cause: The Covid pandemic made it impossible to allow visitors. Once the ban of visitors was lifted, the involvement has not revived. Parental involvement and community involvement are a top priority of NED this year. A community member has already reestablished our Mustang Men, and the planning of a PTA is underway.

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 2: Provide parents with information regarding the campus family resource program to support students' social, and emotional well-being with a pamphlet by March 2024.

Evaluation Data Sources: Parent and Student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Ned will have a community service plan in place so that each youth has the opportunity for a healthy and secure life as well as community services. The counselor pamphlet will be sent home by March 2024.</p> <p>Strategy's Expected Result/Impact: Student and family uses of said services will increase by at least 5%</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.5, 2.6, 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Lack of parental involvement Root Cause: The Covid pandemic made it impossible to allow visitors. Once the ban of visitors was lifted, the involvement has not revived. Parental involvement and community involvement are a top priority of NED this year. A community member has already reestablished our Mustang Men, and the planning of a PTA is underway.</p>

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 1: Reduce the achievement gap on STAAR between the approaches grade level performance standards and the meets and masters grade level performance standards by 50% with the STAAR 2024





Evaluation Data Sources: DMAC and State data:

% Approaching grade level standards

% Meet grade Level standards

% Master grade level standards

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will apply knowledge from their Lesson Alignment Formative assessment training to ensure lessons include conceptual and procedural understandings students need to master the TEKS weekly during PLUS planning time.</p> <p>Strategy's Expected Result/Impact: Decrease the number of students that Did not meet on STAAR by 50% Increase the number of students scoring at the masters level by 10% Increase by 10% the number of TIA Designated teachers</p> <p>Staff Responsible for Monitoring: Campus Curriculum Support, Principal, RLA and Math Campus Leads</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet every 6 weeks with the Admin team in an RTi meeting to identify GAPS and trends from classroom formative assessment data.</p> <p>Strategy's Expected Result/Impact: Increase the number of students scoring masters on CAs by 30% by the interim</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), and Campus Curriculum Support, Dyslexia Teacher, ESL Teacher, Principal, Campus RLA and Math Lead</p> <p>Title I: 2.4, 2.5, 2.6</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>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 2022 TELPAS scores reflected 52% of our bilingual students did not make growth. Root Cause: Students need more simulation practice using the online TELPAS practice Summit K - 12 for the students to prepare.</p>
Student Learning
<p>Problem Statement 1: 74 percent of the students are passing, and only 23% are passing at the masters level. Root Cause: Teachers are not teaching to the depth and complexity of the student expectation.</p>
<p>Problem Statement 2: New STAAR 2.0 with ECR, SCR, and new question types Root Cause: A writing program is needed to ensure alignment of skills from 1st to 5th grade and training on how to implement the writing student expectations. HMH Writable is being implemented and growth is expected on the 2024 STAAR.</p>
<p>Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. Root Cause: Students begin transferring out of the district and in the district.</p>
Perceptions
<p>Problem Statement 1: Instruction in all components of balanced literacy is not implemented with fidelity. Root Cause: Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.</p>

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 2: Increase Ned's A-F rating from a B to an A by STAAR 2024

Evaluation Data Sources: Monitor and Track district assessment data
Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: RTI Data meeting to identify skill GAPS each 6 weeks Weekly walkthroughs and feedback Train teachers in the following areas: Lesson Alignment and Formative Assessment, Aggressive Monitoring, Data-Driven Instruction</p> <p>Strategy's Expected Result/Impact: Decrease the number of students that Did not meet on STAAR by 50% Increase the number of students scoring at the masters level by 10%</p> <p>Staff Responsible for Monitoring: Principal, Classroom teachers, Campus Curriculum Support</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	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>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 74 percent of the students are passing, and only 23% are passing at the masters level. Root Cause: Teachers are not teaching to the depth and complexity of the student expectation.</p> <p>Problem Statement 2: New STAAR 2.0 with ECR, SCR, and new question types Root Cause: A writing program is needed to ensure alignment of skills from 1st to 5th grade and training on how to implement the writing student expectations. HMH Writable is being implemented and growth is expected on the 2024 STAAR.</p> <p>Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. Root Cause: Students begin transferring out of the district and in the district.</p>





Perceptions

Problem Statement 1: Instruction in all components of balanced literacy is not implemented with fidelity. **Root Cause:** Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 3: Develop partnerships with local educational institutions of higher education, medical institutions, and with local businesses for student field trips, internships, apprenticeships, and shadowing activities.

Evaluation Data Sources: Formal Partnership agreements

Strategy 1 Details	Reviews			
<p>Strategy 1: Ned will develop a formal partnership agreement with local businesses and universities to help strengthen the knowledge of academic subjects and the attainment of tangible and marketable careers, technological, and professional skills by 5%</p> <p>Strategy's Expected Result/Impact: Increase the number of students scoring at the masters level by 5%.</p> <p>Staff Responsible for Monitoring: Principal Campus/PYP Coordinator Counselor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	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>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 2022 TELPAS scores reflected 52% of our bilingual students did not make growth. Root Cause: Students need more simulation practice using the online TELPAS practice Summit K - 12 for the students to prepare.</p>
Student Learning
<p>Problem Statement 1: 74 percent of the students are passing, and only 23% are passing at the masters level. Root Cause: Teachers are not teaching to the depth and complexity of the student expectation.</p>
School Processes & Programs
<p>Problem Statement 1: Confusion about the correct programs to use in the classroom. Root Cause: There are too many resources available; therefore we are looking at the best ones for our campus to implement.</p>





Perceptions

Problem Statement 1: Instruction in all components of balanced literacy is not implemented with fidelity. **Root Cause:** Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 4: Implement rigorous and highly engaging PYP school themes at Ned that are identified through a strong alignment with the World IB Association. All transdisciplinary themes covered by May 2024 in each grade level.

Evaluation Data Sources: Toddle Assessment for Alignment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate Project Based Learning that incorporates transdisciplinary themes in their instructional practices to provide students with authentic learning.</p> <p>Strategy's Expected Result/Impact: Increase the number of students scoring at the masters level by 5%.</p> <p>Staff Responsible for Monitoring: PYP Coordinator Campus Curriculum Support Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: PBL Training - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide field experiences and virtual field trips for students to support and enhance the curriculum through real-world experiences for all students. One field trip per grade level by May 2024.</p> <p>Strategy's Expected Result/Impact: Increase the number of students scoring at the masters level by 5%.</p> <p>Staff Responsible for Monitoring: Principal Teachers PYP Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: 74 percent of the students are passing, and only 23% are passing at the masters level. **Root Cause:** Teachers are not teaching to the depth and complexity of the student expectation.

Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. **Root Cause:** Students begin transferring out of the district and in the district.

School Processes & Programs

Problem Statement 1: Confusion about the correct programs to use in the classroom. **Root Cause:** There are too many resources available; therefore we are looking at the best ones for our campus to implement.





Perceptions

Problem Statement 1: Instruction in all components of balanced literacy is not implemented with fidelity. **Root Cause:** Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.

Goal 4: Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

Performance Objective 1: Provide teachers with on-going training to help develop their knowledge of the IB framework. All teachers will be Category One trained by May 2024.

Evaluation Data Sources: IB Boards
Units of Inquiry
Cat One Certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will collaborate and reflect on Unit Planners during PD with other LISD campuses once per semester.</p> <p>Strategy's Expected Result/Impact: Well written Unit Planners IB Boards/Walls will reflect authentic student work and teacher lessons</p> <p>Staff Responsible for Monitoring: Principal PYP Campus Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: TCIS Charter Funds - 258 Public Charter School - STEAM</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Confusion about the correct programs to use in the classroom. Root Cause: There are too many resources available; therefore we are looking at the best ones for our campus to implement.</p>

Goal 4: Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

Performance Objective 2: Incorporate the IB Learner Profile into elements of students' educational experiences every six weeks in every classroom.

Evaluation Data Sources: Student activities
Learner Profile Wall

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate the Learner Profile Attributes (LPA) into the campus communication.</p> <p>Strategy's Expected Result/Impact: Teachers have the LPA on the wall of the classroom Teachers include the LPA in the monthly newsletter PYP coordinator include the LPA in six week newsletter Daily announcement include a LPA Hall TV include LPA Teachers and staff will award students with LPA prizes</p> <p>Staff Responsible for Monitoring: PYP Coordinator Principal Reading Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Special and PLUS teachers incorporate the LPA into their lesson plans one grade level per six weeks.</p> <p>Strategy's Expected Result/Impact: Teachers have the LPA on the wall of the classroom Teachers will focus on two of the LPAs each six weeks PYP coordinator include the LPA in six week newsletter Teachers and staff will award students with LPA prizes</p> <p>Staff Responsible for Monitoring: Principal PYP Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	May	June






Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. Root Cause: Students begin transferring out of the district and in the district.</p>
School Processes & Programs
<p>Problem Statement 1: Confusion about the correct programs to use in the classroom. Root Cause: There are too many resources available; therefore we are looking at the best ones for our campus to implement.</p>

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.


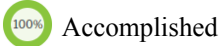
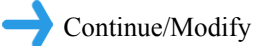

Performance Objective 1: Provide teachers with resources and materials and technology at the beginning of the school year. Provide teachers with training throughout the year to ensure instructional delivery promotes higher cognitive levels that will increase student achievement.

Evaluation Data Sources: Lesson Plans
Walkthroughs and appraisals
Common Assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers meet weekly for 4 hours during PLCs to determine the conceptual and procedural understanding students need to master the TEKS.</p> <p>All teachers will participate in Lesson Alignment and Formative Assessment training (LAFA), Aggressive Monitoring, and Data-Driven Instruction training facilitated by Region 7.</p> <p>All students will use HMH, Accelerated Reading, and Study Island for individualized skill support.</p> <p>Grades 1 - 5 will spiral weak standards during the Daily 5-morning warmup. Daily 5 is driven by common assessment and classroom formative assessment data.</p> <p>Teachers are increasing student automaticity of facts by setting goals for students using the campus Fact Masters program</p> <p>Strategy's Expected Result/Impact: Increased student mastery level performance by 10%. Increase in students' fact fluency Promote literature and develop students' love for Reading</p> <p>Staff Responsible for Monitoring: Principal Campus Curriculum Support PYP Coordinator RLA and Math Lead Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Train 1st - 3rd-grade teachers on guided reading strategies to use when working with struggling readers with the RLA Specialist (Ms. Isbel)</p> <p>Train ALL teachers on evidenced-based reading strategies that support comprehension skills. Students will learn to annotate and show text evidence.</p> <p>Continue to monitor the implementation of HMH Writable and HMH Into Reading</p> <p>1st - 2nd-grade teachers Reading Horizons lessons provide students with explicit phonics and spelling through software and direct instruction.</p> <p>All students will have access to Accelerated Reading to promote reading literacy and improve comprehension.</p> <p>Strategy's Expected Result/Impact: Students will increase their reading comprehension and skills as measured by State growth reports Increase Reading and Writing Mastery by 10% on CAs and STAAR MOY - At least 65% of 1-3 scholars will be reading on grade level. EOY - At least 70% of 1-3 scholars will be reading on grade level.</p> <p>Staff Responsible for Monitoring: Principal Teachers Campus Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Z-Space lab is available for teachers to provide virtual reality learning to supplement their lessons.</p> <p>All teachers are implementing STEMscopes Science online curriculum that is aligned to Texas TEKS along with its investigations.</p> <p>Science standards will be taught utilizing the IB framework</p> <p>Strategy's Expected Result/Impact: Increase 5th grade science meets and masters percentage by 10%.</p> <p>Staff Responsible for Monitoring: Principal Campus curriculum support Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 2022 TELPAS scores reflected 52% of our bilingual students did not make growth. Root Cause: Students need more simulation practice using the online TELPAS practice Summit K - 12 for the students to prepare.</p>
Student Learning
<p>Problem Statement 1: 74 percent of the students are passing, and only 23% are passing at the masters level. Root Cause: Teachers are not teaching to the depth and complexity of the student expectation.</p> <p>Problem Statement 2: New STAAR 2.0 with ECR, SCR, and new question types Root Cause: A writing program is needed to ensure alignment of skills from 1st to 5th grade and training on how to implement the writing student expectations. HMH Writable is being implemented and growth is expected on the 2024 STAAR.</p> <p>Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. Root Cause: Students begin transferring out of the district and in the district.</p>
School Processes & Programs
<p>Problem Statement 1: Confusion about the correct programs to use in the classroom. Root Cause: There are too many resources available; therefore we are looking at the best ones for our campus to implement.</p> <p>Problem Statement 2: Teacher turnover at 25% Root Cause: Teachers need more support and procedures</p>





Perceptions

Problem Statement 1: Instruction in all components of balanced literacy is not implemented with fidelity. **Root Cause:** Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 2: Implement and reflect on created Units of inquiry that foster transdisciplinary and higher level thinking skills to improve performance will be completed for all units by May 2024 with evidence in Toddle.

Evaluation Data Sources: Walkthroughs/Appraisals
 Common Assessment Data
 State Assessment Data
 Toddle

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all teachers with support for the implementation of units with respect to skills and knowledge and training on Toddle platform at the beginning of the year and in weekly PLUS meetings.</p> <p>Strategy's Expected Result/Impact: Units written with pacing guides to ensure fidelity of both the unit and the scope and sequence. Walls of Evidence exhibit the higher level thinking and sequence of the skills and knowledge during the unit</p> <p>Staff Responsible for Monitoring: PYP Coordinator Curriculum Support Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	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>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. Root Cause: Students begin transferring out of the district and in the district.</p>
School Processes & Programs
<p>Problem Statement 1: Confusion about the correct programs to use in the classroom. Root Cause: There are too many resources available; therefore we are looking at the best ones for our campus to implement.</p>





Perceptions

Problem Statement 1: Instruction in all components of balanced literacy is not implemented with fidelity. **Root Cause:** Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 3: Provide teachers with training to develop the knowledge and skills they need to address students' learning challenges in core content areas.

Evaluation Data Sources: Walkthroughs/Appraisals
 PLCs
 Common Assessment Data
 State Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with training on Lesson Alignment Formative Assessment, Aggressive Monitoring, and Data-Driven Instruction beginning in the summer of 2023 and continuing throughout the year until February 2024.</p> <p>Strategy's Expected Result/Impact: Decrease the number of student that Did not meet on STAAR by 30% Increase the number of students scoring at the masters level by 10% Increase by 10% the number of TIA Designated teachers</p> <p>Staff Responsible for Monitoring: Principal Curriculum Support Region 7 RLA and Math Campus Lead</p> <p>Title I: 2.4, 2.5, 2.6</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>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
	<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 74 percent of the students are passing, and only 23% are passing at the masters level. Root Cause: Teachers are not teaching to the depth and complexity of the student expectation.</p>
<p>Problem Statement 2: New STAAR 2.0 with ECR, SCR, and new question types Root Cause: A writing program is needed to ensure alignment of skills from 1st to 5th grade and training on how to implement the writing student expectations. HMH Writable is being implemented and growth is expected on the 2024 STAAR.</p>

Student Learning

Problem Statement 3: Ned did not meet Indicator 3 target for Closing the Gaps within the Continuously Enrolled group for Reading. **Root Cause:** Students begin transferring out of the district and in the district.

Perceptions

Problem Statement 1: Instruction in all components of balanced literacy is not implemented with fidelity. **Root Cause:** Lack of content knowledge and knowledge of resources and strategies to support student ELA deficiencies.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	The School by Design Model provides teachers 1/2 day a week to participate in professional development training during school hours and adequate time to develop aligned rigorous lessons.
4	1	1	Teachers will collaborate and reflect on Unit Planners during PD with other LISD campuses once per semester.
5	1	1	Teachers meet weekly for 4 hours during PLCs to determine the conceptual and procedural understanding students need to master the TEKS. All teachers will participate in Lesson Alignment and Formative Assessment training (LAFA), Aggressive Monitoring, and Data-Driven Instruction training facilitated by Region 7. All students will use HMH, Accelerated Reading, and Study Island for individualized skill support. Grades 1 - 5 will spiral weak standards during the Daily 5-morning warmup. Daily 5 is driven by common assessment and classroom formative assessment data. Teachers are increasing student automaticity of facts by setting goals for students using the campus Fact Masters program
5	1	2	Train 1st - 3rd-grade teachers on guided reading strategies to use when working with struggling readers with the RLA Specialist (Ms. Isbel) Train ALL teachers on evidenced-based reading strategies that support comprehension skills. Students will learn to annotate and show text evidence. Continue to monitor the implementation of HMH Writable and HMH Into Reading 1st - 2nd-grade teachers Reading Horizons lessons provide students with explicit phonics and spelling through software and direct instruction. All students will have access to Accelerated Reading to promote reading literacy and improve comprehension.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	The School by Design Model provides teachers 1/2 day a week to participate in professional development training during school hours and adequate time to develop aligned rigorous lessons.
4	1	1	Teachers will collaborate and reflect on Unit Planners during PD with other LISD campuses once per semester.
5	1	1	Teachers meet weekly for 4 hours during PLCs to determine the conceptual and procedural understanding students need to master the TEKS. All teachers will participate in Lesson Alignment and Formative Assessment training (LAFA), Aggressive Monitoring, and Data-Driven Instruction training facilitated by Region 7. All students will use HMH, Accelerated Reading, and Study Island for individualized skill support. Grades 1 - 5 will spiral weak standards during the Daily 5-morning warmup. Daily 5 is driven by common assessment and classroom formative assessment data. Teachers are increasing student automaticity of facts by setting goals for students using the campus Fact Masters program
5	1	2	Train 1st - 3rd-grade teachers on guided reading strategies to use when working with struggling readers with the RLA Specialist (Ms. Isbel) Train ALL teachers on evidenced-based reading strategies that support comprehension skills. Students will learn to annotate and show text evidence. Continue to monitor the implementation of HMH Writable and HMH Into Reading 1st - 2nd-grade teachers Reading Horizons lessons provide students with explicit phonics and spelling through software and direct instruction. All students will have access to Accelerated Reading to promote reading literacy and improve comprehension.

State Compensatory

Budget for Ned E. Williams Elementary

Total SCE Funds: \$339,946.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Ned Williams Elementary will supplement the regular education program for students who are at risk by providing tutoring, summer school, and instructional classroom rigor to reduce the academic failure rates and increase the rates for high school completion.

Personnel for Ned E. Williams Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garlon, Latanya	Grade 4 Transition	1
Mehrens, Kelsey	Grade 1 Transition	1
Pipkins, LaPorsha	Computer Lab - IA	1
Timberlake, Marvelett	Reading Specialist	1

Academic Excellence Improvement Council

Committee Role	Name	Position
Administrator	Dorcas Dunlap	Principal
Administrator	Christina Eagan	PYP/Academic Dean
Non-classroom Professional	Marvlett Timberlake	Reading Specialist
Classroom Teacher	Juana Tovar	Bilingual Lead 1st and 2nd
Non-classroom Professional	Sharon Collins	Math Lead
Classroom Teacher	Cangelya Shaw	1st and 2nd Grade Lead Teacher
Classroom Teacher	Ashley Henderson	3rd Grade Lead Teacher
Classroom Teacher	LaTanya Garlon	5th Grade Lead Teacher
Classroom Teacher	Yuly Olowo	Bilingual Lead 3rd and 4th/4th Grade Lead
Classroom Teacher	Shamir Davis	Specials Lead
Classroom Teacher	Jewel Hewitt	Reading Lead
Non-classroom Professional	Deymi Arias	Secretary
Classroom Teacher	Madison Copeland	

Campus Leadership Team

Committee Role	Name	Position
Administrator	Christina Eagan	PYP Coordinator
Administrator	Dorcas Dunlap	Principal
Administrator	Taylor Taylor	Counselor

Safety Team

Committee Role	Name	Position
Administrator	Christina Eagan	
Administrator	Dorcas Dunlap	
Paraprofessional	Deymi Arias	Secretary
Paraprofessional	Nancy Ashley	Clerk
Classroom Teacher	Marvleette Timberlake	Reading Specialist
Classroom Teacher	Jennifer Bean	Dyslexia Specialist
Classroom Teacher	Sharon Collins	Math Lead Teacher
Classroom Teacher	Shamir Davis	PE
Classroom Teacher	Logan Jones	Music
Paraprofessional	Anthony Griffin	Safety
Classroom Teacher	Tanya Mollett	Nurse
Administrator	Taylor Taylor	Counselor

Department Team

Committee Role	Name	Position
Administrator	Christina Eagan	
Administrator	Dorcas Dunlap	
Administrator	Taylor Taylor	
Classroom Teacher	Shamir Davis	
Classroom Teacher	Yolanda Graves	
Classroom Teacher	Logan Jones	
Classroom Teacher	Karmyn Watkins	
Classroom Teacher	Juana Tovar	
Classroom Teacher	Alisha Scott	
Classroom Teacher	Sharon Collins	
Classroom Teacher	Angela Mason	

Staff Meeting

Committee Role	Name	Position
Administrator	Christina Eagan	
Administrator	Dorcas Dunlap	
Classroom Teacher	Martha Aranda	
Classroom Teacher	Allison Horton	
Classroom Teacher	Laposha Miles	
Classroom Teacher	Latane Davis	
Classroom Teacher	Juana Tovar	
Classroom Teacher	Deja Richardson	
Classroom Teacher	Jalisa Beard	
Classroom Teacher	Cangelya Shaw	
Classroom Teacher	Ashley Henderson	
Classroom Teacher	Jennifer Cox	
Classroom Teacher	Jewel Hewitt	
Classroom Teacher	Mayra Castro	
Classroom Teacher	Kellye King	
Classroom Teacher	Melonique Lister	
Classroom Teacher	Yuly Olowo	
Classroom Teacher	LaTanya Garlon	
Classroom Teacher	Kelsey Mehrens	
Classroom Teacher	Jennifer Bean	
Classroom Teacher	Marvlett Timberlake	
Administrator	Taylor Taylor	Counselor
Paraprofessional	Deymi Arias	
Paraprofessional	Nancy Ashley	
Classroom Teacher	Aaliyah carson	
Classroom Teacher	Kentrell Brittentine	
Classroom Teacher	Shya Christian	
Classroom Teacher	Marsha Pentecost	

Committee Role	Name	Position
Classroom Teacher	Madison Copeland	
Classroom Teacher	Skyler Henderson	
Classroom Teacher	Shamir Davis	
Classroom Teacher	Yolanda Graves	
Classroom Teacher	Logan Jones	
Classroom Teacher	Karmyn Watkins	
Classroom Teacher	Alisha Scott	
Classroom Teacher	Greg Harmon	
Classroom Teacher	Sharon Collins	
Classroom Teacher	Ninette Farrar	
Classroom Teacher	Angela Mason	
Classroom Teacher	Sarah West	
Classroom Teacher	Alicia Aranda	
Classroom Teacher	Frankie Jackson	
Classroom Teacher	Armontee Rider	
Classroom Teacher	Ilse Castaneda	

Grade Level Teams

Committee Role	Name	Position
Classroom Teacher	Martha Aranda	
Classroom Teacher	Laposha Miles	
Classroom Teacher	Latane Davis	
Classroom Teacher	Allison Horton	
Classroom Teacher	Cangelya Shaw	
Classroom Teacher	Jalisa Beard	
Classroom Teacher	Greg Harmon	
Classroom Teacher	Deja Richardson	
Classroom Teacher	Ashley Henderson	
Classroom Teacher	Jewel Hewitt	
Classroom Teacher	Jennifer Cox	
Classroom Teacher	Mayra Castro	
Classroom Teacher	Yuly Olowo	
Classroom Teacher	Shya Christian	
Classroom Teacher	Aaliyah Carson	
Classroom Teacher	Melonique Lister	
Classroom Teacher	Kentrell Brittentine	
Classroom Teacher	Kelsey Mehrens	
Classroom Teacher	LaTanya Garlon	
Classroom Teacher	Kellye King	
Administrator	Dorcas Dunlap	
Administrator	Christina Eagan	

Math Team

Committee Role	Name	Position
Administrator	Dorcas Dunlap	
Administrator	Christina Eagan	
Classroom Teacher	Allison Horton	
Classroom Teacher	LaTane Davis	
Classroom Teacher	Laporsha Miles	
Classroom Teacher	Maria Aranda	
Classroom Teacher	Deja Richardson	
Classroom Teacher	Greg Harmon	
Classroom Teacher	Mayra Castro	
Classroom Teacher	Ashley Henderson	
Classroom Teacher	A Carson	
Classroom Teacher	Yuly Olowo	
Classroom Teacher	Shyla Christian	

RLA Team

Committee Role	Name	Position
Administrator	Dorcas Dunlap	
Administrator	Christina Eagan	
Classroom Teacher	Maria Aranda	
Classroom Teacher	Allison Horton	
Classroom Teacher	Latane Davis	
Classroom Teacher	Laporsha Miles	
Classroom Teacher	Cangela Shaw	
Classroom Teacher	Greg Harmon	
Classroom Teacher	Jewel Hewitt	
Classroom Teacher	Mayra Castro	
Classroom Teacher	Yuly Olowo	
Classroom Teacher	Kendral Britintine	
Classroom Teacher	L Garlon	