

Angleton Independent School District

Central Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Our mission at Central Elementary is to create a safe, inclusive, and welcoming learning environment where all students can grow and succeed.

Vision

At Central Elementary, we aim to offer a safe, happy environment where everyone is known and valued, and where differing needs are acknowledged, accepted and met.

Core Beliefs

We believe:

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers

In viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement.

Actively engaging the community results in development of our children

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	14
School Culture and Climate	22
Staff Quality, Recruitment, and Retention	27
Curriculum, Instruction, and Assessment	31
Parent and Community Engagement	36
School Context and Organization	38
Technology	40
Priority Problem Statements	42
Comprehensive Needs Assessment Data Documentation	45
Goals	48
Goal 1: 60% of K-5 students will demonstrate the expected growth on MAP Reading (Gold PK-65%) by June 2025.	48
Goal 2: 60% of K-5 students will demonstrate the expected growth on MAP Math (Gold PK-65%) by June 2025.	58
Goal 3: The percent of students with 5 or more referrals will decrease 20% from 2019 to June 2025.	65
State Compensatory	68
Budget for Central Elementary	68
Personnel for Central Elementary	68
Title I Personnel	69

Comprehensive Needs Assessment

Demographics

Demographics Summary

Central Elementary is in the center of Angleton ISD. It is one of six elementary schools in the district. The campus provides a quality education for early childhood special education and pre-kindergarten through fifth grade. Each grade level is comprised of various programs tailored to student needs such as: special education programs for early childhood and school age children, full-day pk & kindergarten, a bilingual program in PK, services for Gifted and Talented and ESL program. Central Elementary serves a population of about 530 students with a class average of 22 students (K-5) and 20 students (PK).

The ethnicity of the student population is 13% African American, 50% Hispanic, 32% White and 5% Other.

The campus is a Title I School-wide with 76% of the students economically disadvantaged. Post COVID, service needs for students with severe emotional dysregulation and/or mental health needs have increased significantly. Student attendance rate is 95% which contributes to academic success. The campus received 4 Distinctions on STAAR per state expectations in the 2021-2022 school year and is an A rated campus per TEA.

2022-2023 campus STAAR results:

3rd-5th Grade Total Performance Measure	
Approaches	86%
Meets:	54%
Masters:	18%

School Population	Count
Student Total	534
Pre-Kindergarten Grade	127
EE	10

School Population	Count
Kindergarten Grade	58
1st Grade	72
2nd Grade	74
3rd Grade	57
4th Grade	65
5th Grade	71

Student Demographics	Count	Percent
Gender		
Female	261	49%
Male	273	51%
Ethnicity		
Hispanic-Latino	265	50%
Race		
American Indian - Alaskan Native	4	1%
Asian	5	1%
Black - African American	69	13%
Native Hawaiian - Pacific Islander	2	0.5%
White	173	32%
Two-or-More	16	3%

Special Populations	Count	Percent
At-Risk	230	43%

Special Populations	Count	Percent
Economically Disadvantaged	403	76%
Limited English Proficient (LEP)	82	15%
ESL	16	3%
Section 504	18	3%
Foster Care	0	0%
Special Education	101	19%

Staff Information	Count/Average	Percent
Total Staff	59.4	100.0%
Professional Staff:	43.5	73.3%
Teachers	34.5	58.2%
Professional Support	6.8	11.4%
Campus Administration (School Leadership)	2.2	3.6%
Educational Aides:	15.9	26.7%
Librarians and Counselors (Headcount):		
Full-time Librarians	1.0	n/a
Full-time Counselors	1.0	n/a
Total Minority Staff:	26.1	43.9%
Teachers by Ethnicity:		
African American	0.0	0.0%
Hispanic	10.9	31.6%
White	22.6	65.5%
American Indian	0.0	0.0%

Staff Information	Count/Average	Percent
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	1.0	2.9%
Teachers by Gender:		
Males	1.0	2.9%
Females	33.5	97.1%
Teachers by Highest Degree Held:		
Bachelors	33.2	96.0%
Masters	1.4	4.0%
Doctorate	0.0	0.0%
Teachers by Years of Experience:		
Beginning Teachers	3.9	11.4%
1-5 Years Experience	7.2	20.9%
6-10 Years Experience	6.0	17.4%
11-20 Years Experience	13.4	38.8%
21-30 Years Experience	3.0	8.7%
Over 30 Years Experience	1.0	2.9%

Staff is grouped into teams with common planning periods and the administrator meets with the teams or individual staff regularly.

Demographics Strengths

- Teacher years of experience
- Multiple teachers are certified in multiple areas (ie: ESL, Special Education, Early Childhood Education, General Ed., Dyslexia, Gifted and Talented, Technology & Curriculum, etc.)
- Teachers have certifications in multiple grade levels.
- High retention rate of teachers.

- Attendance Rate is 95%

There is marked growth in the subsections of student populations. While Central faced the same difficulties as the rest of the state, there was growth recognized.

	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2022	Test ers	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
3rd MATht	ECO -D	38/51	18%	82%	39%	13%	ECO -D	48/60	19%	81%	50%	13%	ECO -D	38/53	10%	90%	70%	38%		9	20	25
	Afr. Amer ican	4/51	25%	75%	0%	0%	Afr. Amer ican	5/60	20%	80%	40%	0%	Afr. Amer ican	10/53	0%	100%	75%	13%		20	35	13
	Hisp anic	20/51	20%	80%	60%	25%	Hisp anic	27/60	19%	81%	52%	15%	Hisp anic	22/53	10%	90%	70%	30%		9	18	15
	White	25/51	16%	84%	28%	12%	White	27/60	11%	89%	56%	19%	White	16/53	13%	87%	80%	60%		-2	24	41
	LEP	2/51	0%	100%	50%	0%	LEP	3/59	3/60	67%	0%	0%	LEP	2/53	0%	100%	100%	100%		33	100	100
	SPEC	12/51	58%	42%	8%	0%	SPEC	7/59	57%	43%	14%	14%	SPEC	8/53	11%	89%	67%	22%		46	53	8
3rd Read ing	CAM PUS		18%	82%	39%	15%	CAM PUS		17%	83%	52%	15%	CAM PUS	53	8%	92%	73%	39%		9	21	24
	ECO -D	37/50	24%	76%	43%	22%	ECO -D	47/59	15%	85%	55%	23%	ECO -D	38/53	12%	88%	55%	18%		3	0	-5
	Afr. Amer ican	4/50	25%	75%	0%	0%	Afr. Amer ican	5/59%	20%	80%	60%	20%	Afr. Amer ican	10/53	25%	75%	50%	13%		-5	-10	-7
	Hisp anic	20/50	10%	90%	60%	25%	Hisp anic	27/59	19%	81%	52%	26%	Hisp anic	22/53	5%	95%	55%	15%		14	3	-11
	White	24/50	33%	67%	38%	25%	White	26/59	12%	88%	62%	31%	White	16/53	13%	87%	67%	27%		-1	5	-4
	LEP	2/50	24%	76%	43%	22%	LEP	3/59	33%	67%	0%	0%	LEP	2/53	0%	100%	50%	50%		33	50	50
	SPEC	11/50	55%	45%	18%	0%	SPEC	7/59	29%	71%	14%	0%	SPEC	8/53	23%	67%	33%	0%		-4	19	0
	CAM PUS		22%	78%	46%	24%	CAM PUS		15%	85%	56%	27%	CAM PUS	53	10%	90%	61%	22%		5	5	-5
	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Teste rs	Did not meet	Appr oach es	Meets	Mast ers	2022	Teste rs	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers

	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2022	Test ers	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
4th MATH	ECO -D	42/64	36%	64%	29%	7%	ECO -D	44/61	32%	68%	43%	27%	ECO -D	40/61	33%	77%	50%	11%		9	7	-16
	Afr. Amer ican	8/64	38%	62%	0%	0%	Afr. Amer ican	7/61	43%	57%	14%	14%	Afr. Amer ican	6/61	40%	60%	20%	0%		3	6	-14
	Hisp anic	19/64	42%	58%	16%	0%	Hisp anic	12/61	50%	50%	33%	17%	Hisp anic	27/61	25%	75%	46%	13%		25	13	-4
	White	33/64	24%	76%	58%	30%	White	37/61	22%	78%	51%	41%	White	27/61	17%	83%	62%	17%		5	9	-24
	LEP	--	--	--	--	--	LEP	2/61	60%	40%	0%	0%	LEP	3/61	0%	100%	33%	0%		60	33	0
	SPEC	5/64	80%	20%	0%	0%	SPEC	6/61	100	0%	0%	0%	SPEC	12/61	45%	55%	36%	0%		55	36	0
4th Read ing	CAM PUS		33%	67%	36%	16%	CAM PUS		33%	67%	43%	30%	CAM PUS	61	22%	78%	51%	14%		9	8	-16
	ECO -D	42/64	26%	74%	33%	12%	ECO -D	44/61	16%	84%	45%	18%	ECO -D	40/61	7%	93%	66%	25%		9	21	7
	Afr. Amer ican	8/64	25%	75%	12%	0%	Afr. Amer ican	7/61	14%	86%	29%	0%	Afr. Amer ican	6/61	0%	100%	60%	0%		14	31	0
	Hisp anic	19/64	37%	63%	21%	5%	Hisp anic	12/61	25%	75%	25%	8%	Hisp anic	27/61	8%	92%	63%	13%		17	38	5
	White	33/64	12%	88%	61%	33%	White	37/61	14%	86%	57%	24%	White	27/61	10%	90%	76%	41%		4	19	17
	LEP	--	--	--	--	--	LEP	2/61	50%	50%	0%	0%	LEP	3/61	0%	100%	50%	0%		50	50	0
4th Read ing	SPEC	5/64	12%	88%	61%	33%	SPEC	6/61	77%	33%	0%	0%	SPEC	12/61	27%	73%	27%	0%		40	27	0
	CAM PUS		22%	78%	41%	20%	CAM PUS		28%	82%	44%	16%	CAM PUS	61	8%	92%	68%	25%		10	24	9

	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2022	Test ers	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
4th Writi ng	ECO -D	41/63	37%	63%	20%	0%	ECO -D	43/60	35%	65%	25%	8%	ECO -D									
	Afr. Amer ican	8/63	62%	38%	0%	0%	Afr. Amer ican	6	67%	33%	17%	17%	Afr. Amer ican									
	Hisp anic	18/63	50%	50%	11%	0%	Hisp anic	12/60	42%	58%	25%	8%	Hisp anic									
	White	33/63	21%	79%	39%	3%	White	37/60	27%	73%	27%	5%	White									
	LEP	--	--	--	--	--	LEP	2/60	50%	50%	0%	0%	LEP									
	SPEC	5/63	100%	0%	0%	0%	SPEC	6/60	83%	17%	0%	0%	SPEC									
	CAM PUS		37%	63%	24%	2%	CAM PUS		35%	65%	25%	8%	CAM PUS									
	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Teste rs	Did not meet	Appr oach es	Meets	Mast ers	2022	Teste rs	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
5th MAT	ECO -D	36/55	6%	94%	80%	44%	ECO -D	36/52	8%	92%	72%	36%	ECO -D	47/61	17%	83%	62%	30%		-9	-10	-6
	Afr. Amer ican	5/55	20%	80%	60%	20%	Afr. Amer ican	5/52	20%	80%	60%	20%	Afr. Amer ican	7/61	43%	57%	29%	14%		-23	-31	-6
	Hisp anic	18/55	11%	89%	78%	50%	Hisp anic	20/52	10%	90%	70%	45%	Hisp anic	14/61	18%	82%	59%	18%		-8	-11	-27
	White	29/55	0%	100%	83%	45%	White	25/52	4%	96%	68%	36%	White	35/61	6%	94%	74%	47%		-2	-6	11
	LEP	---	---	---	---	---	LEP	2/52	0%	100%	100%	50%	LEP	2/61	100%	0%	0%	0%		-100	-100	-50
	SPEC	7/55	43%	57%	29%	29%	SPEC	12/52	33%	67%	17%	8%	SPEC	9/61	50%	50%	36%	7%		-17	19	-1
	CAM PUS		5%	95%	80%	44%	CAM PUS		8%	92%	67%	37%	CAM PUS	61	14%	86%	62%	33%		-6	-5	-4

	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2022	Test ers	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
5th Read ing	ECO -D	36/55	22%	78%	53%	22%	ECO -D	36/52	22%	78%	47%	28%	ECO -D	47/61	19%	81%	68%	32%		3	21	4
	Afr. Amer ican	5/55	40%	60%	40%	20%	Afr. Amer ican	5/52	40%	60%	60%	20%	Afr. Amer ican	7/61	43%	57%	43%	14%		-3	-17	-6
	Hisp anic	18/55	17%	83%	56%	17%	Hisp anic	20/52	15%	85%	65%	30%	Hisp anic	14/61	24%	76%	71%	24%		-9	6	-6
	White	29/55	10%	90%	69%	31%	White	25/52	20%	80%	36%	28%	White	35/61	9%	91%	76%	47%		9	40	19
	LEP	--	---	---	---	---	LEP	2/52	0%	100%	50%	50%	LEP	2/61	100%	0%	0%	0%		-100	-50	-50
	SPEC	7/55	57%	43%	43%	14%	SPEC	12/52	67%	33%	0%	0%	SPEC	9/61	50%	50%	43%	7%		17	43	7
5th Scie nce	CAM PUS		15%	85%	60%	25%	CAM PUS		21%	79%	50%	29%	CAM PUS	61	17%	83%	67%	33%		4	17	4
	ECO -D	35/54	7%	93%	72%	31%	ECO -D	35/51	6%	94%	60%	23%	ECO -D	47/61	11%	89%	68%	30%		-5	8	7
	Afr. Amer ican	5/54	20%	80%	40%	20%	Afr. Amer ican	5/51	40%	60%	20%	20%	Afr. Amer ican	7/61	43%	57%	29%	0%		-3	9	-20
	Hisp anic	18/54	11%	89%	67%	39%	Hisp anic	19/51	11%	89%	63%	21%	Hisp anic	14/61	6%	94%	71%	24%		5	8	3
	White	28/54	4%	96%	78%	39%	White	25/51	8%	92%	64%	24%	White	35/61	3%	97%	76%	53%		5	12	29
	LEP	---	---	---	---	---	LEP	1/51	0%	100%	100%	0%	LEP	2/61	50%	50%	0%	0%		-50	-100	0
	SPEC	7/54	29%	71%	57%	29%	SPEC	12/51	33%	67%	25%	17%	SPEC	9/61	29%	71%	36%	7%		4	9	-10
	CAM PUS		7%	93%	72%	39%	CAM PUS		12%	88%	59%	22%	CAM PUS	61	8%	92%	67%	35%		4	8	13

In comparison, students in 4th grade in 2021 made significant growth in 5th grade in 2022 in both math and reading. The growth is impressive, especially in comparison to state outcomes.

	2021	Testers	Did not meet	Approaches	Meets	Masters			2022	Testers	Did not meet	Approaches	Meets	Masters
4th MATH	ECO-D	44/61	32%	68%	43%	27%		5th MATH	ECO-D	47/61	17%	83%	62%	30%
	Afr. American	7/61	43%	57%	14%	14%			Afr. American	7/61	43%	57%	29%	14%
	Hispanic	12/61	50%	50%	33%	17%			Hispanic	14/61	18%	82%	59%	18%
	White	37/61	22%	78%	51%	41%			White	35/61	6%	94%	74%	47%
	LEP	2/61	60%	40%	0%	0%			LEP	2/61	100%	0%	0%	0%
	SPED	6/61	100%	0%	0%	0%			SPED	9/61	50%	50%	36%	7%
	CAMPUS		33%	67%	43%	30%			CAMPUS	61	14%	86%	62%	33%
4th Reading	ECO-D	44/61	16%	84%	45%	18%		5th Reading	ECO-D	47/61	19%	81%	68%	32%
	Afr. American	7/61	14%	86%	29%	0%			Afr. American	7/61	43%	57%	43%	14%
	Hispanic	12/61	25%	75%	25%	8%			Hispanic	14/61	24%	76%	71%	24%
	White	37/61	14%	86%	57%	24%			White	35/61	9%	91%	76%	47%
	LEP	2/61	50%	50%	0%	0%			LEP	2/61	100%	0%	0%	0%
	SPED	6/61	77%	33%	0%	0%			SPED	9/61	50%	50%	43%	7%
	CAMPUS		28%	82%	44%	16%			CAMPUS	61	17%	83%	67%	33%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Central has seen a 10% increase overall in growth on the campus, thus creating larger classroom sizes in all grade levels. **Root Cause:** Overall community growth

Problem Statement 2 (Prioritized): Hispanic and Non-Continuously Enrolled students are not meeting the state target for growth in math. **Root Cause:** Mobility rate causes a lack of continuation of the the curriculum in mathematics.

Problem Statement 3 (Prioritized): Central has had a 29% increase since 2021 of students needing special education services, but we have a limited number of highly qualified teachers to address the needs of the students. **Root Cause:** teacher shortage, certification requirements, community growth

Problem Statement 4 (Prioritized): Hispanic and non-continuously enrolled students are not hitting the state requirements for growth targets in math. **Root Cause:** Mobility rate causes a lack of continuation of the curriculum in mathematics.

Problem Statement 5 (Prioritized): Central has seen a 10% increase in overall growth on the campus, thus causing larger class sizes in all grade levels. **Root Cause:** Community growth as a whole.

Problem Statement 6 (Prioritized): Decline in mathematics performance on MAP for last 3 years. **Root Cause:** Lack of highly qualified teachers to assist in intervention for math for all students due to national teacher shortage. Math intervention is required to be completed by classroom teachers during small group instruction with larger class sizes.

Problem Statement 7 (Prioritized): Academic gaps exist due to lack of school experience for some students, along with behavior challenges. **Root Cause:** Challenges are due to

trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 8 (Prioritized): Students lack self-regulation skills needed to successfully regulate their emotions and behaviors. **Root Cause:** Lack of SEL curriculum and specifically taught emotional regulation skills

Problem Statement 9 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Student Achievement

Student Achievement Summary

Central Elementary STAAR 2023:

Performance Level	Total of all Tests
Approaches	85.64
Meets	54.11
Masters	18.35

3rd Grade Math 2023: Central Scored Above the State Average

3rd Grade Reading 2023: Central Scored Above the State Average

4th Grade Math 2023: Central Scored Above the State Average

4th Grade Reading 2023: Central Scored Above the State Average

5th Grade Math 2023: Central Scored Above the State Average

5th Grade Reading 2023: Central Scored Equal to the State Average

5th Grade Science 2023: Central Scored Above the State Average

3rd-5th STAAR 2019-2022

	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2022	Test ers	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
3rd MATH	ECO -D	38/51	18%	82%	39%	13%	ECO -D	48/59	19%	81%	50%	13%	ECO -D	38/53	10%	90%	70%	38%		9	20	25
	Afr. Amer ican	4/51	25%	75%	0%	0%	Afr. Amer ican	5/59	20%	80%	40%	0%	Afr. Amer ican	10/53	0%	100%	75%	13%		20	35	13
	Hisp anic	20/51	20%	80%	60%	25%	Hisp anic	27/59	19%	81%	52%	15%	Hisp anic	22/53	10%	90%	70%	30%		9	18	15
	White	25/51	16%	84%	28%	12%	White	27/59	11%	89%	56%	19%	White	16/53	13%	87%	80%	60%		-2	24	41
	LEP	2/51	0%	100%	50%	0%	LEP	3/59	3/60	67%	0%	0%	LEP	2/53	0%	100%	100%	100%		33	100	100
	SPEC	12/51	58%	42%	8%	0%	SPEC	7/59	57%	43%	14%	14%	SPEC	8/53	11%	89%	67%	22%		46	53	8
3rd Read ing	CAM PUS		18%	82%	39%	15%	CAM PUS		17%	83%	52%	15%	CAM PUS	53	8%	92%	73%	39%		9	21	24
	ECO -D	37/50	24%	76%	43%	22%	ECO -D	47/59	15%	85%	55%	23%	ECO -D	38/53	12%	88%	55%	18%		3	0	-5
	Afr. Amer ican	4/50	25%	75%	0%	0%	Afr. Amer ican	5/59	20%	80%	60%	20%	Afr. Amer ican	10/53	25%	75%	50%	13%		-5	-10	-7
	Hisp anic	20/50	10%	90%	60%	25%	Hisp anic	27/59	19%	81%	52%	26%	Hisp anic	22/53	5%	95%	55%	15%		14	3	-11
	White	24/50	33%	67%	38%	25%	White	26/59	12%	88%	62%	31%	White	16/53	13%	87%	67%	27%		-1	5	-4
	LEP	2/50	24%	76%	43%	22%	LEP	3/59	33%	67%	0%	0%	LEP	2/53	0%	100%	50%	50%		33	50	50
	SPEC	11/50	55%	45%	18%	0%	SPEC	7/59	29%	71%	14%	0%	SPEC	8/53	23%	67%	33%	0%		-4	19	0
	CAM PUS		22%	78%	46%	24%	CAM PUS		15%	85%	56%	27%	CAM PUS	53	10%	90%	61%	22%		5	5	-5
	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Teste rs	Did not meet	Appr oach es	Meets	Mast ers	2022	Teste rs	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers

	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2022	Test ers	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
4th MATH	ECO -D	42/64	36%	64%	29%	7%	ECO -D	44/61	32%	68%	43%	27%	ECO -D	40/61	33%	77%	50%	11%		9	7	-16
	Afr. Amer ican	8/64	38%	62%	0%	0%	Afr. Amer ican	7/61	43%	57%	14%	14%	Afr. Amer ican	6/61	40%	60%	20%	0%		3	6	-14
	Hisp anic	19/64	42%	58%	16%	0%	Hisp anic	12/61	50%	50%	33%	17%	Hisp anic	27/61	25%	75%	46%	13%		25	13	-4
	White	33/64	24%	76%	58%	30%	White	37/61	22%	78%	51%	41%	White	27/61	17%	83%	62%	17%		5	9	-24
	LEP	--	--	--	--	--	LEP	2/61	60%	40%	0%	0%	LEP	3/61	0%	100%	33%	0%		60	33	0
	SPEC	5/64	80%	20%	0%	0%	SPEC	6/61	100	0%	0%	0%	SPEC	12/61	45%	55%	36%	0%		55	36	0
4th Read ing	CAM PUS		33%	67%	36%	16%	CAM PUS		33%	67%	43%	30%	CAM PUS	61	22%	78%	51%	14%		9	8	-16
	ECO -D	42/64	26%	74%	33%	12%	ECO -D	44/61	16%	84%	45%	18%	ECO -D	40/61	7%	93%	66%	25%		9	21	7
	Afr. Amer ican	8/64	25%	75%	12%	0%	Afr. Amer ican	7/61	14%	86%	29%	0%	Afr. Amer ican	6/61	0%	100%	60%	0%		14	31	0
	Hisp anic	19/64	37%	63%	21%	5%	Hisp anic	12/61	25%	75%	25%	8%	Hisp anic	27/61	8%	92%	63%	13%		17	38	5
	White	33/64	12%	88%	61%	33%	White	37/61	14%	86%	57%	24%	White	27/61	10%	90%	76%	41%		4	19	17
	LEP	--	--	--	--	--	LEP	2/61	50%	50%	0%	0%	LEP	3/61	0%	100%	50%	0%		50	50	0
4th Read ing	SPEC	5/64	12%	88%	61%	33%	SPEC	6/61	77%	33%	0%	0%	SPEC	12/61	27%	73%	27%	0%		40	27	0
	CAM PUS		22%	78%	41%	20%	CAM PUS		28%	82%	44%	16%	CAM PUS	61	8%	92%	68%	25%		10	24	9

	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2022	Test ers	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
4th Writi ng	ECO -D	41/63	37%	63%	20%	0%	ECO -D	43/60	35%	65%	25%	8%	ECO -D									
	Afr. Amer ican	8/63	62%	38%	0%	0%	Afr. Amer ican	6	67%	33%	17%	17%	Afr. Amer ican									
	Hisp anic	18/63	50%	50%	11%	0%	Hisp anic	12/60	42%	58%	25%	8%	Hisp anic									
	White	33/63	21%	79%	39%	3%	White	37/60	27%	73%	27%	5%	White									
	LEP	--	--	--	--	--	LEP	2/60	50%	50%	0%	0%	LEP									
	SPEC	5/63	100%	0%	0%	0%	SPEC	6/60	83%	17%	0%	0%	SPEC									
	CAM PUS		37%	63%	24%	2%	CAM PUS		35%	65%	25%	8%	CAM PUS									
	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Teste rs	Did not meet	Appr oach es	Meets	Mast ers	2022	Teste rs	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
5th MAT	ECO -D	36/55	6%	94%	80%	44%	ECO -D	36/52	8%	92%	72%	36%	ECO -D	47/61	17%	83%	62%	30%		-9	-10	-6
	Afr. Amer ican	5/55	20%	80%	60%	20%	Afr. Amer ican	5/52	20%	80%	60%	20%	Afr. Amer ican	7/61	43%	57%	29%	14%		-23	-31	-6
	Hisp anic	18/55	11%	89%	78%	50%	Hisp anic	20/52	10%	90%	70%	45%	Hisp anic	14/61	18%	82%	59%	18%		-8	-11	-27
	White	29/55	0%	100%	83%	45%	White	25/52	4%	96%	68%	36%	White	35/61	6%	94%	74%	47%		-2	-6	11
	LEP	---	---	---	---	---	LEP	2/52	0%	100%	100%	50%	LEP	2/61	100%	0%	0%	0%		-100	-100	-50
	SPEC	7/55	43%	57%	29%	29%	SPEC	12/52	33%	67%	17%	8%	SPEC	9/61	50%	50%	36%	7%		-17	19	-1
	CAM PUS		5%	95%	80%	44%	CAM PUS		8%	92%	67%	37%	CAM PUS	61	14%	86%	62%	33%		-6	-5	-4

	2019	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2021	Test ers	Did not meet	Appr oach es	Meets	Mast ers	2022	Test ers	Did not meet	Appr oach es	Meets	Mast ers		Chg: Appr oach es	Chg: Meet:	Chg: Mast ers
5th Read ing	ECO -D	36/55	22%	78%	53%	22%	ECO -D	36/52	22%	78%	47%	28%	ECO -D	47/61	19%	81%	68%	32%		3	21	4
	Afr. Amer ican	5/55	40%	60%	40%	20%	Afr. Amer ican	5/52	40%	60%	60%	20%	Afr. Amer ican	7/61	43%	57%	43%	14%		-3	-17	-6
	Hisp anic	18/55	17%	83%	56%	17%	Hisp anic	20/52	15%	85%	65%	30%	Hisp anic	14/61	24%	76%	71%	24%		-9	6	-6
	White	29/55	10%	90%	69%	31%	White	25/52	20%	80%	36%	28%	White	35/61	9%	91%	76%	47%		9	40	19
	LEP	--	---	---	---	---	LEP	2/52	0%	100%	50%	50%	LEP	2/61	100%	0%	0%	0%		-100	-50	-50
	SPEC	7/55	57%	43%	43%	14%	SPEC	12/52	67%	33%	0%	0%	SPEC	9/61	50%	50%	43%	7%		17	43	7
5th Scie nce	CAM PUS		15%	85%	60%	25%	CAM PUS		21%	79%	50%	29%	CAM PUS	61	17%	83%	67%	33%		4	17	4
	ECO -D	35/54	7%	93%	72%	31%	ECO -D	35/51	6%	94%	60%	23%	ECO -D	47/61	11%	89%	68%	30%		-5	8	7
	Afr. Amer ican	5/54	20%	80%	40%	20%	Afr. Amer ican	5/51	40%	60%	20%	20%	Afr. Amer ican	7/61	43%	57%	29%	0%		-3	9	-20
	Hisp anic	18/54	11%	89%	67%	39%	Hisp anic	19/51	11%	89%	63%	21%	Hisp anic	14/61	6%	94%	71%	24%		5	8	3
	White	28/54	4%	96%	78%	39%	White	25/51	8%	92%	64%	24%	White	35/61	3%	97%	76%	53%		5	12	29
	LEP	---	---	---	---	---	LEP	1/51	0%	100%	100%	0%	LEP	2/61	50%	50%	0%	0%		-50	-100	0
	SPEC	7/54	29%	71%	57%	29%	SPEC	12/51	33%	67%	25%	17%	SPEC	9/61	29%	71%	36%	7%		4	9	-10
	CAM PUS		7%	93%	72%	39%	CAM PUS		12%	88%	59%	22%	CAM PUS	61	8%	92%	67%	35%		4	8	13

K-5th MAP Data 2020-2023- Percentage of students who met their projected growth by the end of the school year

Math- % Growth					Reading- % Growth					Language Usage- % Growth			
Grade	20-21	21-22	22-23		Grade	20-21	21-22	22-23		Grade	20-21	21-22	22-23
k	68	77	79		k	66	73	74		3	NA	NA	56
1	65	75	72		1	48	42	35		4	NA	NA	47
2	80	72	56		2	75	58	46		5	NA	NA	52
3	86	83	67		3	69	59	77					

Math- % Growth					Reading- % Growth					Language Usage- % Growth			
4	78	66	72		4	71	60	65					
5	86	72	52		5	51	59	52					

PK Data of students achieving 60% or above

% Above Goal of 60%		
	BOY	EOY
English Totals	23%	84%
Bilingual Totals	1%	79%
Totals:	12%	82%

Student Achievement Strengths

Locally-developed, criterion-referenced assessments that align to the district curriculum provide one source of data for guiding instructional decisions and intervention support. Assessments highlight strengths and needs in order to develop continuous instructional support and support for academic attainment/mastery or enrichment. Data points are evaluated routinely to adjust instructional emphasis at the student, classroom, campus and district levels. Also, the use of local and state assessments provides quantitative and qualitative evidence of student foundational skill acquisition. Early, intensive interventions target students' need to aid progress toward meeting grade level standards. PAW Power time is built into the master schedule to provide all students with purposeful intervention or enrichment.

Teachers meet regularly to organize the TEKS through curriculum maps. Curriculum based assessments are created based on the scope and sequence and lesson plans. Teachers also meet vertically once a month to ensure vertical alignment. During BOY vertical meeting grade levels share curriculum "ins and outs" necessary for success in the grade level above and below. Curriculum based assessments are administered frequently to help identify students who have not mastered expectations and to identify areas in the curriculum where there is need to increase rigor, provide targeted instructional focus and time, or add resources. District subject specific Professional Learning cohorts meet monthly to collaborate on alignment for grades PK-5, strengthening campus singletons' strategic delivery of lessons.

Data meetings provide organization to review results, make revisions to instructional strategies and practices and share intervention plans. Changes are made based on a review of data results.

- Guided Instruction in Math, Science and Reading
- Running Records, Title 1 Tutor, MTSS, Computer based intervention

- MAP assessments capture student levels (BOY, MOY, EOY and throughout the year when progress monitoring targeted students)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Central has had a 29% increase since 2021 of students needing special education services, but we have a limited number of highly qualified teachers to address the needs of the students. **Root Cause:** teacher shortage, certification requirements, community growth

Problem Statement 2 (Prioritized): Hispanic and non-continuously enrolled students are not hitting the state requirements for growth targets in math. **Root Cause:** Mobility rate causes a lack of continuation of the curriculum in mathematics.

Problem Statement 3 (Prioritized): There has been inconsistent alignment of phonics programs through the grade levels. **Root Cause:** Availability of one solid curriculum and lack of teacher training on curriculum that is available

Problem Statement 4 (Prioritized): Central has seen a 10% increase in overall growth on the campus, thus causing larger class sizes in all grade levels. **Root Cause:** Community growth as a whole.

Problem Statement 5 (Prioritized): Significant decrease in Reading MAP scores in 1st and 2nd grades for the last 3 years. **Root Cause:** Lack of adequate phonics curriculum and instruction and lack of teacher training

Problem Statement 6 (Prioritized): Decline in mathematics performance on MAP for last 3 years. **Root Cause:** Lack of highly qualified teachers to assist in intervention for math for all students due to national teacher shortage. Math intervention is required to be completed by classroom teachers during small group instruction with larger class sizes.

Problem Statement 7 (Prioritized): Academic gaps exist due to lack of school experience for some students, along with behavior challenges. **Root Cause:** Challenges are due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 8 (Prioritized): Central has seen a 10% increase overall in growth on the campus, thus creating larger classroom sizes in all grade levels. **Root Cause:** Overall community growth

Problem Statement 9 (Prioritized): Hispanic and Non-Continuously Enrolled students are not meeting the state target for growth in math. **Root Cause:** Mobility rate causes a lack of continuation of the the curriculum in mathematics.

Problem Statement 10 (Prioritized): Students lack self-regulation skills needed to successfully regulate their emotions and behaviors. **Root Cause:** Lack of SEL curriculum and specifically taught emotional regulation skills

Problem Statement 11 (Prioritized): Staff perception of school culture is only 62% positive. **Root Cause:** Change in leadership for three consecutive years, lack of continuity

Problem Statement 12 (Prioritized): Lack of understanding and/or implementation of rigorous lessons, assessment design, and analytical processing skills contributing to post secondary success. **Root Cause:** Lack of training to create consistent practices in lesson and assessment design.

Problem Statement 13 (Prioritized): Inconsistent alignment of phonics programs through the grade levels. **Root Cause:** Availability of one solid curriculum.

Problem Statement 14 (Prioritized): Outdated technology in classrooms for teachers to utilize during instruction. **Root Cause:** lack of available funds

Problem Statement 15 (Prioritized): New mathematics curriculum provided to teachers with minimal time for adequate training. **Root Cause:** Shipping affected due to COVID, slow decision making process, lack of planning overall

Problem Statement 16 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There

may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Problem Statement 17 (Prioritized): Student Chromebooks are damaged at a high rate, negatively impacting the technology budget and daily student learning. **Root Cause:** Insufficient student education and disciplinary consequences.

Problem Statement 18 (Prioritized): Voluntary staff participation in technology-related professional development has declined. **Root Cause:** Fatigue from remote learning experiences and abundance of newly implemented programs.

Problem Statement 19 (Prioritized): Increased staff reliability on computer programs for student intervention and enrichment. **Root Cause:** Teacher fatigue in planning and time needed for data collection.

School Culture and Climate

School Culture and Climate Summary

Central strives to cultivate a culture that is focused heavily on relationships and learning through a healthy collaboration/partnership between parents, students, faculty and staff. We believe that each student has the opportunity to reach their maximum potential in an environment where stakeholders work together toward the realization of shared goals. Students are educated as dynamic critical thinkers in an environment which encourages character development, citizenship, and positive behavior. Input is sought from staff and students through surveys that identify areas of need where additional supports can be provided. Communications are translated for our Spanish-Speaking Community in order to envelop all constituents into the educational journey. When stakeholders are valued and recognized for their contributions and accomplishments, they are able to positively impact climate and culture. There is a direct correlation between positive student connections and collaborative environments, having the effect of bolstering student success rates; making them less likely to disengage and drop out of school.

Panorama Student Survey: Competency & Well-Being Measures, Grades 3rd-5th (May 2023):

Question	response favorable
How sure are you that you can complete all the work that is assigned in your class?	75 %
When complicated ideas are discussed in class, how sure are you that you can understand them?	54 %
How sure are you that you can learn all the topics taught in your class?	76 %
How sure are you that you can do the hardest work that is assigned in your class?	58 %
How sure are you that you will remember what you learned in your current class, next year?	64 %
During the past 30 days...How often were you polite to adults?	91 %
During the past 30 days...How often did you come to class prepared?	83 %
During the past 30 days...How often did you follow directions in class?	88 %
During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?	65 %
During the past 30 days...How often did you pay attention and ignore distractions?	60 %
During the past 30 days...When you were working independently, how often did you stay focused?	72 %
During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?	45 %

Question	response favorable
During the past 30 days...How often did you allow others to speak without interrupting them?	67 %
During the past 30 days...How often were you polite to other students?	85 %
During the past 30 days...How often did you keep your temper under control?	68 %
How often are you able to pull yourself out of a bad mood?	47 %
When everybody around you gets angry, how relaxed can you stay?	39 %
How often are you able to control your emotions when you need to?	54 %
Once you get upset, how often can you get yourself to relax?	47 %
When things go wrong for you, how calm are you able to stay?	44 %
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	92 %
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	89 %
Do you have a friend from school who you can count on to help you, no matter what?	87 %

End of Year Faculty Survey 2023	
Question	responded favorably
I feel comfortable going to my Principal with my concerns.	85%
I feel comfortable going to my AP with my concerns.	85%
My Principal cultivates a positive relationship among faculty members at this school.	85%
My AP cultivates a positive relationship among faculty members at this school.	92%

End of Year Faculty Survey 2023

My Principal helps me feel empowered to make decisions about my teaching.	92%
My AP helps me feel empowered to make decisions about my teaching.	92%
I enjoy coming to work most days.	100%
I feel we have a positive school culture.	62%
In general, I believe our school is meeting the needs of our students.	92%
My Principal treats me like a professional.	92%
My AP treats me like a professional.	92%
My Principal has realistic expectations for my time.	92%
My AP has realistic expectations for my time.	92%
I believe my Principal feels I am an effective teacher.	100%
I believe my AP feels I am an effective teacher.	92%
My Principal demonstrates a solid understanding of effective teaching practices.	92%
My AP demonstrates a solid understanding of effective teaching practices.	92%
My Principal visits my classroom often enough.	100%
My AP visits my classroom often enough.	92%
My Principal helps me get the resources I need to do my job well.	92%
My AP helps me get the resources I need to do my job well.	92%

End of Year Faculty Survey 2023

My Principal regularly seeks my input when making decisions that impact the work I do.	83%
My AP regularly seeks my input when making decisions that impact the work I do.	83%
My Principal supports my decisions about student behavior.	100%
My AP supports my decisions about student behavior.	92%
My Principal supports me when conflicts arise with parents.	100%
My AP supports me when conflicts arise with parents.	92%
My Principal helps me feel empowered to make decisions about my teaching.	92%
My AP helps me feel empowered to make decisions about my teaching.	92%

School Culture and Climate Strengths

- Students and staff are recognized for accomplishments by campus and the school board (ie: Students: Awards Ceremony, Shoutout on CE News, Good Work Displays, Character Awards, Library/Reading Achievement Recognitions. Teachers/Staff : Star Teacher, Teacher of the Year, Teacher/Staff Recognitions on Central Announcements)
- Families have access to information regarding student progress (ie: Skyward Family Access, Accelerated Reader Parent Letter, Reports and Home Connect, Conduct Folder, etc.)
- Students participate in multiple and varied co-curricular programs. School and community service and student leadership is a focus. (PALS, Student Council, LGEG with Texas AgriLife, and Junior Achievement)
- Administrator provides and maintains a bully reporting system to efficiently track instances of bullying.
- All staff trained on Restorative Practices
- PAW Power Hour is used for enrichment as well as intervention.
- Student and staff surveys drives continual improvement

Central uses Restorative Practices to help prevent harm and conflict by helping to build a sense of belonging, safety and social responsibility in the school community when harm has occurred. Restorative discipline is a prevention-oriented approach that fosters consensus-based decisions to resolve school conflict such as bullying, truancy and disruptive behavior. It focuses not only on rule-breaking and discipline but focuses on changing the entire school culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students lack self-regulation skills needed to successfully regulate their emotions and behaviors. **Root Cause:** Lack of SEL curriculum and specifically taught emotional regulation skills

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Problem Statement 13 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Problem Statement 14 (Prioritized): Voluntary staff participation in technology-related professional development has declined. **Root Cause:** Fatigue from remote learning experiences and abundance of newly implemented programs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Information (TEA Reports 2021-2022)	Count/Average	Percent
Total Staff	59.4	100.0%
Professional Staff:	43.5	73.3%
Teachers	34.5	58.2%
Professional Support	6.8	11.4%
Campus Administration (School Leadership)	2.2	3.6%
Educational Aides:	15.9	26.7%
Librarians and Counselors (Headcount):		
Full-time Librarians	1.0	n/a
Full-time Counselors	1.0	n/a
Total Minority Staff:	26.1	43.9%
Teachers by Ethnicity:		
African American	0.0	0.0%
Hispanic	10.9	31.6%
White	22.6	65.5%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	1.0	2.9%
Teachers by Gender:		
Males	1.0	2.9%
Females	33.5	97.1%

Staff Information (TEA Reports 2021-2022)	Count/Average	Percent
Teachers by Highest Degree Held:		
Bachelors	33.2	96.0%
Masters	1.4	4.0%
Doctorate	0.0	0.0%
Teachers by Years of Experience:		
Beginning Teachers	3.9	11.4%
1-5 Years Experience	7.2	20.9%
6-10 Years Experience	6.0	17.4%
11-20 Years Experience	13.4	38.8%
21-30 Years Experience	3.0	8.7%
Over 30 Years Experience	1.0	2.9%

Current Teaching Staff- 2023-2024

Program/Grade Level	# of Teaching Staff
PK	Bilingual- 3 English Only- 2
K	3
1st	3
2nd	4
3rd	4
4th	3
5th	3
Living Skills	2
ICS/Resource	3
ECSE	3

Staff Quality, Recruitment, and Retention Strengths

- Teacher years of experience
- Teachers are certified in multiple areas (ie: ESL, Special Education, General Ed. Dyslexia, Technology & Curriculum, etc.)
- Teachers have certifications in multiple grade levels.
- High retention rate of teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Lack of highly qualified applicants for open positions. **Root Cause:** National teacher shortage

Problem Statement 2 (Prioritized): Central has seen a 10% increase overall in growth on the campus, thus creating larger classroom sizes in all grade levels. **Root Cause:** Overall community growth

Problem Statement 3 (Prioritized): Hispanic and Non-Continuously Enrolled students are not meeting the state target for growth in math. **Root Cause:** Mobility rate causes a lack of continuation of the the curriculum in mathematics.

Problem Statement 4 (Prioritized): Central has had a 29% increase since 2021 of students needing special education services, but we have a limited number of highly qualified teachers to address the needs of the students. **Root Cause:** teacher shortage, certification requirements, community growth

Problem Statement 5 (Prioritized): Hispanic and non-continuously enrolled students are not hitting the state requirements for growth targets in math. **Root Cause:** Mobility rate causes a lack of continuation of the curriculum in mathematics.

Problem Statement 6 (Prioritized): There has been inconsistent alignment of phonics programs through the grade levels. **Root Cause:** Availability of one solid curriculum and lack of teacher training on curriculum that is available

Problem Statement 7 (Prioritized): Central has seen a 10% increase in overall growth on the campus, thus causing larger class sizes in all grade levels. **Root Cause:** Community growth as a whole.

Problem Statement 8 (Prioritized): Significant decrease in Reading MAP scores in 1st and 2nd grades for the last 3 years. **Root Cause:** Lack of adequate phonics curriculum and instruction and lack of teacher training

Problem Statement 9 (Prioritized): Decline in mathematics performance on MAP for last 3 years. **Root Cause:** Lack of highly qualified teachers to assist in intervention for math for all students due to national teacher shortage. Math intervention is required to be completed by classroom teachers during small group instruction with larger class sizes.

Problem Statement 10 (Prioritized): Academic gaps exist due to lack of school experience for some students, along with behavior challenges. **Root Cause:** Challenges are due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 11 (Prioritized): Students lack self-regulation skills needed to successfully regulate their emotions and behaviors. **Root Cause:** Lack of SEL curriculum and specifically taught emotional regulation skills

Problem Statement 12 (Prioritized): Staff perception of school culture is only 62% positive. **Root Cause:** Change in leadership for three consecutive years, lack of continuity

Problem Statement 13 (Prioritized): Lack of understanding and/or implementation of rigorous lessons, assessment design, and analytical processing skills contributing to post secondary success. **Root Cause:** Lack of training to create consistent practices in lesson and assessment design.

Problem Statement 14 (Prioritized): Inconsistent alignment of phonics programs through the grade levels. **Root Cause:** Availability of one solid curriculum.

Problem Statement 15 (Prioritized): Outdated technology in classrooms for teachers to utilize during instruction. **Root Cause:** lack of available funds

Problem Statement 16 (Prioritized): New mathematics curriculum provided to teachers with minimal time for adequate training. **Root Cause:** Shipping affected due to COVID, slow decision making process, lack of planning overall

Problem Statement 17 (Prioritized): Teacher presentation devices are outdated, with teachers limited to presenting on a small screen from a fixed location in the classroom. **Root Cause:** Aging equipment; limited funding.

Problem Statement 18 (Prioritized): Student Chromebooks are damaged at a high rate, negatively impacting the technology budget and daily student learning. **Root Cause:** Insufficient student education and disciplinary consequences.

Problem Statement 19 (Prioritized): Voluntary staff participation in technology-related professional development has declined. **Root Cause:** Fatigue from remote learning experiences and abundance of newly implemented programs.

Problem Statement 20 (Prioritized): Increased staff reliability on computer programs for student intervention and enrichment. **Root Cause:** Teacher fatigue in planning and time needed for data collection.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus curriculum is tightly aligned with district and state standards. The schools scope and sequence is documented through the Eduphoria Program. The Texas Essential Knowledge and Skills (TEKS) are divided among the four grading periods for prekindergarten through fifth grades for foundational and enrichment curriculum programs. The written curriculum is based on state standards. The taught curriculum mirrors the written curriculum, but teachers have the autonomy to develop and determine the most effective instructional strategies to deliver the standards-based lessons. The assessed curriculum is aligned to the taught curriculum and includes the state standards that are assessed frequently following instruction to determine student mastery and ensure all students are adequately prepared for the next grade level. Teachers meet regularly to organize the TEKS through curriculum maps. The TEKS are organized by the year and by each quarter depending on grade level. Curriculum based assessments are created based on the year at a glance and lesson plans. Curriculum based assessments are administered frequently to help identify students who have not mastered student expectations and to identify areas in the curriculum where there is need to increase rigor, allot additional instructional focus and time or add resources. Data meetings provide organization to review results, make revisions to instructional strategies and practices and share intervention plans. Changes are made based on a review of data results. Teachers have autonomy to create lessons which support the mastery of student expectations. Common and campus specific resources are available. Eduphoria Forethought provides a template of organization for lessons plans and is aligned with the district's scope and sequence. Forethought allows teachers to share individual lesson plans with one another.

Central Elementary operates from a Literacy Plan, integrated the 9 CITW instructional strategies that includes:

1. Improve Tier 1 instruction in reading and math, increase STAAR scores in meets grade level standard.
2. Improve Tier 2 & Tier 3 instruction, increases the number of students entering 3rd grade on-level
3. Ensure all students make adequate yearly growth
4. Increase student engagement, motivation and achievement

Tier I Language Arts, Reading Writing

1. Guided Reading K-2; Daily 5
2. Guided Reading 3-5 struggling students, Daily 5
3. Literature Circles 3-5 students on or above grade level
4. Student/Teacher conferences, goal setting, tracking goals
5. Listen to every child read to you one/one
6. Set a purpose for reading daily
7. Write about reading daily
8. Book Talks, Journaling, Summary writing
9. Vocabulary 3 ways: context, academic, how words work
10. Read aloud to students weekly

Tier 1 Math

1. Guided Math K-5; Daily 5
2. Eureka Math curriculum K-4th
3. Concrete, Representational, Abstract Cycle Lessons
4. Student/Teacher conferences, goal setting, tracking goals
5. Math Review 10 minutes daily
6. Math Journaling
7. Word problem practice weekly
8. Math Fluency, Number Sense weekly
9. Vocabulary Math academic words
10. Allow multiple ways to find answers
11. Students write their own word problems

12. CITW Instructional Strategies

Tier II & III Intervention Re-teach Reading, Writing

1. Guided Reading every session
2. Quick write daily
3. Fiction elements
4. Non fiction organizational patterns
5. Think aloud tracking
6. Set a purpose for reading daily
7. Book talks, journaling, summary writing
8. Vocabulary 3 ways: context, academic, how words work
9. Read aloud to students weekly

Tier II & III Intervention Re-teach Math

1. Guided Math every session
2. IXL/ST Math
3. Math fluency daily
4. Math trajectory
5. Story Problems
6. Think aloud
7. Number talks (below grade level)
8. Vocabulary

Each grade level is responsible for holding bi-weekly PLC data meetings to review student progress, determine best practices and research based teaching methods, and create data driven lesson plans and assessments. The campus as a whole works collaboratively to ensure that all means all. It is the expectation that all students receive a quality education in every classroom on campus. All teachers participate in vertical alignment team meetings monthly to ensure curriculum and instruction are well aligned between grade levels.

Curriculum, Instruction, and Assessment Strengths

- Central staff revises the instructional delivery and pacing as a result of the data. Central teachers have a rich understanding of curriculum, needs and vertical alignment. As curriculum changes and revisions are made each year our teachers stay abreast of the changes with little or no layers to the implementation.
- Campus level professional development is offered throughout the school year and at Camp Central during the summer.
- Assessment drives instruction at Central. The results and review of the assessments impact curriculum and instructional decisions. Following the administration of common assessments teachers meet to discuss the results. Teachers analyze the learning standards by leveraging two sets of data. Student expectations are then divided into two groups: areas falling below the target with maintained scores and performance scores which are lower than previous assessments; and areas falling above the target with maintained scores and performance scores which are higher than the previous year. Focus standards are identified prior to the next administration of common assessments.
- A thorough review of the focus standards include the amount of time spent on instruction, the focus and rigor, the intervention strategies, shared practices and the plan of action prior to the next assessment. The identified focus standards are reviewed at each data meeting.
- Eduphoria Lesson Plans (Forethought) and T-TESS Walk-throughs and observations
- Assessments used to group students for Guided Reading/Math
- Data entered into Aware on Eduphoria
- Grade Levels Plan in Teams and Upper Grades plan with Core-Subject teachers within the district
- K-2 Guided Reading/Math
- Student Data Folders
- Paw Power- Daily intervention/enrichment

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lack of understanding and/or implementation of rigorous lessons, assessment design, and analytical processing skills contributing to post

secondary success. **Root Cause:** Lack of training to create consistent practices in lesson and assessment design.

Problem Statement 2 (Prioritized): Inconsistent alignment of phonics programs through the grade levels. **Root Cause:** Availability of one solid curriculum.

Problem Statement 3 (Prioritized): Outdated technology in classrooms for teachers to utilize during instruction. **Root Cause:** lack of available funds

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Problem Statement 9 (Prioritized): There has been inconsistent alignment of phonics programs through the grade levels. **Root Cause:** Availability of one solid curriculum and lack of teacher training on curriculum that is available

Problem Statement 10 (Prioritized): Significant decrease in Reading MAP scores in 1st and 2nd grades for the last 3 years. **Root Cause:** Lack of adequate phonics curriculum and instruction and lack of teacher training

Problem Statement 11 (Prioritized): Decline in mathematics performance on MAP for last 3 years. **Root Cause:** Lack of highly qualified teachers to assist in intervention for math for all students due to national teacher shortage. Math intervention is required to be completed by classroom teachers during small group instruction with larger class sizes.

Problem Statement 12 (Prioritized): Academic gaps exist due to lack of school experience for some students, along with behavior challenges. **Root Cause:** Challenges are due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 13 (Prioritized): Students lack self-regulation skills needed to successfully regulate their emotions and behaviors. **Root Cause:** Lack of SEL curriculum and specifically taught emotional regulation skills

Problem Statement 14 (Prioritized): Staff perception of school culture is only 62% positive. **Root Cause:** Change in leadership for three consecutive years, lack of continuity

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Problem Statement 18 (Prioritized): Increased staff reliability on computer programs for student intervention and enrichment. **Root Cause:** Teacher fatigue in planning and time

needed for data collection.

Parent and Community Engagement

Parent and Community Engagement Summary

Central Elementary's primary goal is to provide a quality education for each of its students by providing a stimulating educational environment which offers strong academic, social, emotional, physical growth and enrichment opportunities. To accomplish this goal, Central establishes and maintains partnerships with parents/caregivers, business patrons, and community members; moreover, the school will involve parents/caregivers in all aspects of the various local, state, and federal programs that it offers. Central Elementary believes that parental support plays an extremely important role in the community and is therefore critical to a student's educational success. The school believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every student. Our goal is to have a quality home to school and school to home partnership to help our students succeed. Research has shown that children who know that their parents are involved and interested in their education tend to be more responsible for their own behavior and learning. We believe that all students have the opportunity to reach their maximum potential in an environment where schools, parents, students and the community work together toward the realization of our goals. Students are educated in an environment which encourages character development, citizenship, and positive behavior. Input is sought from staff and parents through surveys that identify areas of need where additional supports can be provided. Parental communications are translated for our Spanish-Speaking Community. We know that staff who feel valued and recognized for their contributions and accomplishments, positively impact climate and culture. In addition, students who develop positive connections to the school are more likely to be successful and less likely to disengage and drop out.

The campus hosts a vast array of opportunities for families and the community to get involved in the education of our students, the following list is not exhaustive of all activities available with our campus:

- Santa Night- over 700 in attendance
- Back to School Dance for PK-5th grades
- Valentine's Family Dance- over 700 in attendance
- STEAM Night, with Brazoria County Library Angleton Branch in attendance
- Boys and Girls Club after school program
- Fall Open House
- Title One School and Family Engagement Compact meetings with each family individually
- First United Methodist Church volunteer program and mentorship with identified students
- Eat, Grow, Learn, Go with Texas A&M AgriLife Extension
- Texas Farm Bureau and Angleton FFA partnership
- Junior Achievement
- Career Day
- PTO
- Music programs for each grade level
- PK units- invite varied community members to present to students
- Halloween at the Brazoria County Courthouse
- On campus volunteer opportunities
- Parent picnic event- with over 900 in attendance (students and family/community members)
- Parent training nights held by campus Behavior Specialist once a quarter

Parent and Community Engagement Strengths

The area of Family and Community Involvement is an overall strength at Central Elementary. There is a true sense of unity as business partners, parents, students, citizens and educators show a cooperative spirit throughout the entire learning community.

Examples of how this strength is demonstrated include:

- Mentor program on campus.
- Community service opportunities such as city beautification projects, food drives, and charity events.
- Student participation and community support of county shows and fairs.
- Patriotic assemblies are conducted that connect members of the community to the youth for ongoing education and support.
- Volunteerism is encouraged and recognized.
- Social media is available as a tool to promote two-way communications
- Monthly Parent Articles and Parental Involvement Statement available
- We provide a variety of Parent Training Opportunities such as Parents of Special Education Training and Pre-K Parent Training
- When surveyed parents believe their children are safe at school.
- Parents surveyed believe that the staff care about their children.
- Parent participation in conferences and other school activities is good.
- Students participate in monthly character lessons.
- Students participate in Restorative Practices to prevent and solve conflict.
- Staff participate in activities to make Central the best elementary school possible.
- Capturing Kids' Hearts

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Problem Statement 2 (Prioritized): Central has seen a 10% increase in overall growth on the campus, thus causing larger class sizes in all grade levels. **Root Cause:** Community growth as a whole.

Problem Statement 3 (Prioritized): Significant decrease in Reading MAP scores in 1st and 2nd grades for the last 3 years. **Root Cause:** Lack of adequate phonics curriculum and instruction and lack of teacher training

Problem Statement 4 (Prioritized): Decline in mathematics performance on MAP for last 3 years. **Root Cause:** Lack of highly qualified teachers to assist in intervention for math for all students due to national teacher shortage. Math intervention is required to be completed by classroom teachers during small group instruction with larger class sizes.

Problem Statement 5 (Prioritized): Academic gaps exist due to lack of school experience for some students, along with behavior challenges. **Root Cause:** Challenges are due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 6 (Prioritized): Students lack self-regulation skills needed to successfully regulate their emotions and behaviors. **Root Cause:** Lack of SEL curriculum and specifically taught emotional regulation skills

School Context and Organization

School Context and Organization Summary

The campus curriculum is tightly aligned with district and state standards. The schools scope and sequence is documented through the Eduphoria platform. The Texas Essential Knowledge and Skills (TEKS) are divided among the four grading periods for prekindergarten through fifth grades for foundational and enrichment curriculum programs. The written curriculum is based on state standards. The taught curriculum mirrors the written curriculum, while teachers have autonomy to develop and determine the most effective instructional strategies to deliver the standards-based lessons. The assessed curriculum is aligned to the taught curriculum and includes the state standards that are assessed frequently following instruction to determine student mastery and ensure all students are adequately prepared for the next grade level. Teachers meet regularly to organize the TEKS through curriculum maps. The TEKS are organized by the year and by each quarter depending on grade level. Curriculum based assessments are created based on the year at a glance, district assessments and lesson plans. Curriculum based assessments are administered frequently to help identify students who have not mastered student expectations and to identify areas in the curriculum where there is need to increase rigor, allot additional instructional focus and time or add resources. Data meetings provide organization to review results, make revisions to instructional strategies and practices and share intervention plans. Changes are made based on a review of data results. Teachers have autonomy to create lessons which support the mastery of student expectations. Common and campus specific resources are available. Eduphoria Forethought provides a template of organization for lessons plans and is aligned with the district's scope and sequence. Forethought allows teachers to share individual lesson plans with one another. *Pre-K no longer utilized Eudphoria due to a new adoption, "Creative Curriculum", where their lesson planning is now housed.

The master schedule is developed to allow all students in K-5th 45 minutes of daily Paw Power- intervention or enrichment as needed for each individual student. All classrooms in PK-2nd are self-contained. In 3rd grade, the students will be on two man teams, providing longer periods of instruction with each teacher. 4th grade classes have a three way rotation between ELAR, Science/Tx History and Math. 5th grade classes have a three way rotation between ELAR, Science and Math; each teacher is responsible for their own social studies curriculum. 1st and 2nd grades have a solid instructional block first thing each morning from 7:30-10:45 to ensure adequate time is spent on ELAR instruction and guided reading.

Teachers and staff sign up for campus committees of their choice to serve on each year to help make campus decisions and develop yearly plans for school context and organization. We have a Title One School-Family Engagement committee that is comprised of school members, parents and community members who has worked to develop and update the campus compact for staff, parents and students. Additionally, we utilize our team leaders from each grade level and program to provide opportunities for all members to have a voice in the decision making process. Our Instructional Leadership Team works with assigned grade levels to identify strengths to be celebrated and shared and weaknesses to be addressed and coached.

School Context and Organization Strengths

- Central staff revises the instructional delivery and pacing as a result of the data.
- Central teachers have a rich understanding of curriculum, needs and vertical alignment.
- As curriculum changes and revisions are made each year our teachers stay abreast of the changes with little or no layers to the implementation.
- Assessment drives instruction at Central. The results and review of the assessments impact curriculum and instructional decisions. Following the administration of common assessments teachers meet to discuss the results. Teachers analyze the learning standards by leveraging two sets of data. Student expectations are then divided into two groups: areas falling below the target with maintained scores and performance scores which are lower than previous assessments; and areas falling above the target with maintained scores and performance scores which are higher than the previous year. Focus standards are identified prior to the next administration of common assessments.
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- Assessments used to group students for Guided Reading/Math
- Data entered into Aware on Eduphoria
- Grade Levels Plan in Teams and Upper Grades plan with Core-Subject teachers within the district

- K-2 Guided Reading/Math
- Student Data Folders
- PAW Power Intervention

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Central has seen a 10% increase overall in growth on the campus, thus creating larger classroom sizes in all grade levels. **Root Cause:** Overall community growth

Problem Statement 2 (Prioritized): Central has had a 29% increase since 2021 of students needing special education services, but we have a limited number of highly qualified teachers to address the needs of the students. **Root Cause:** teacher shortage, certification requirements, community growth

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Problem Statement 8 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Technology

Technology Summary

Technology is an integral part of the learning process at all levels. It is an essential tool that is available in all classrooms and offices in support of our district mission to prepare each student academically and socially to become a responsible and productive citizen. Technology can motivate students, enhance the curriculum, and bring research and information that expands learning and strengthens teaching. The educational system and all learners must be equipped with ample digital tools and resources for all learners to operate at a high-speed through a high-capacity network. Sufficient technical software, equipment and support to provide anytime, anywhere digital tools and resources are critical to meeting the needs of the 21st Century educational system. Quality, affordable, universal broadband access must be made available to all, including those with disabilities.

STEM in the elementary classroom is an ever growing and evolving necessity. According to Invent.org, “STEM-based education teaches children more than science and mathematics concepts. The focus on hands-on learning with real-world applications helps develop a variety of skill sets, including creativity and 21st-century skills.” The same article goes on to state that, “21st-century skills include media and technology literacy, productivity, social skills, communication, flexibility and initiative. Other skills attained through STEM education include problem solving, critical thinking, creativity, curiosity, decision making, leadership, entrepreneurship, acceptance of failure and more. Regardless of the future career path considered by these children, these skill sets go a long way to preparing them to be innovative.” At Central elementary we aim to create lifelong learners who are able to be competitive leaders in the future job market.

Driven by campus goals, the technology department is charged with creating and maintaining a robust, secure, and reliable technology infrastructure and integrating technology into the classroom through instructional technology support.

Student success through technology integration, creating an environment that will accommodate current and future technology requirements, provide equipment and online resources to seamlessly integrate technology into the classroom, and provide support personnel to keep the technologies operational throughout the campus.

All students in K-5th grades are one to one with chromebooks. PK students are provided with iPads. All students are provided a unique email and password that stays with them as long as they are in district, through high school. All teachers are provided with a chromebook and laptop for school business use and classroom use. Each classroom is equipped with a presentation station- large TV with HDMI cables for teachers to project lessons and activities. Four classrooms at Central have a SmartBoard- Dyslexia Intervention, ECSE x2, and one 2nd grade classroom. Central Specials rotation includes a Project-Based Learning class for all students, during which students learn to type and code at various times of the school year.

In the 2022-2023 school year, Central was able to purchase, with Title IV funding, SpheroBots and Ozobots for students and staff to check-out for STEM activities, specifically coding opportunities, learning and exploration. The bots are a part of our mobile STEM Lab that staff can check-out and utilize in their classrooms as needed. Specifically, TEA has released new science TEKS that will be implemented in the 2024-2025 academic year. The most significant changes to the standards is the integration of engineering practices in grades K-12. The standards are shifting from a “2-D approach” (learning about science), to a “3-D” approach (figuring out science). The new TEKS have a very strong foundation in engineering practices. Students will be tasked with thinking globally to solve problems, making sense of phenomena and collaborating with others to construct explanations of science concepts and the natural world. Both of these products are aligned to the TEKS. The integration of SpheroBots and Ozobots, will be instrumental in launching this “new” way of learning and teaching. SpheroBots can be used in K-12th grades by students to spell words, draw shapes, and learn how to code. Ozobots are able to be utilized by K-12th grade students for coding opportunities with or without computers.

Technology Strengths

- Angleton ISD has made tremendous strides through the years in connecting campuses to each other and to the Internet, putting devices in the hands of the students, and providing teachers with technology resources to use.
- Parent Communication through School Messenger, Facebook, district website, district hotline, and Skyward family access.
- All K-5 Classrooms have a class set of Chromebooks-Technology is noted in Lesson Plans (Forethought) and available to all teachers and students
- Technology Dept teaches teachers and teaches lesson to students, as needed (Tech available after school also)
- Eduphoria Aware software is used to manage and disaggregate assessment scores (STAAR, benchmark tests, grade level and content level and semester tests).
- The district has Skyward software for its Student Information System (SIS) This software is used for PEIMS reporting. Skyward provides an online Gradebook, Family Access, and Employee Access.
- Freely available products that are supported by the district through Instructional Technology support include Google Classroom, G Suite for Education, Quizlet, Quizizz, Plickers, Socrative, Canva, Class Dojo, Classflow, EdPuzzle, Edmodo, Nearpod, Office 365, Remind, Symbaloo, Padlet, ABCya, Epic, Desmos, Code.org, and others as they become available or at teachers' request.
- Extensive technology training is offered free of charge during the summer.
- Instructional Technology Coaches offer training at the campuses throughout the school year as needed or at teacher or administrator request.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teacher presentation devices are outdated, with teachers limited to presenting on a small screen from a fixed location in the classroom. **Root Cause:** Aging equipment; limited funding.

Problem Statement 2 (Prioritized): Student Chromebooks are damaged at a high rate, negatively impacting the technology budget and daily student learning. **Root Cause:** Insufficient student education and disciplinary consequences.

Problem Statement 3 (Prioritized): Voluntary staff participation in technology-related professional development has declined. **Root Cause:** Fatigue from remote learning experiences and abundance of newly implemented programs.

Problem Statement 4 (Prioritized): Increased staff reliability on computer programs for student intervention and enrichment. **Root Cause:** Teacher fatigue in planning and time needed for data collection.

Problem Statement 5 (Prioritized): Significant decrease in Reading MAP scores in 1st and 2nd grades for the last 3 years. **Root Cause:** Lack of adequate phonics curriculum and instruction and lack of teacher training

Problem Statement 6 (Prioritized): Decline in mathematics performance on MAP for last 3 years. **Root Cause:** Lack of highly qualified teachers to assist in intervention for math for all students due to national teacher shortage. Math intervention is required to be completed by classroom teachers during small group instruction with larger class sizes.

Problem Statement 7 (Prioritized): Academic gaps exist due to lack of school experience for some students, along with behavior challenges. **Root Cause:** Challenges are due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 8 (Prioritized): Outdated technology in classrooms for teachers to utilize during instruction. **Root Cause:** lack of available funds

Priority Problem Statements

Problem Statement 1: Teacher presentation devices are outdated, with teachers limited to presenting on a small screen from a fixed location in the classroom.

Root Cause 1: Aging equipment; limited funding.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology

Problem Statement 2: Student Chromebooks are damaged at a high rate, negatively impacting the technology budget and daily student learning.

Root Cause 2: Insufficient student education and disciplinary consequences.

Problem Statement 2 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology

Problem Statement 3: Voluntary staff participation in technology-related professional development has declined.

Root Cause 3: Fatigue from remote learning experiences and abundance of newly implemented programs.

Problem Statement 3 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology

Problem Statement 4: Increased staff reliability on computer programs for student intervention and enrichment.

Root Cause 4: Teacher fatigue in planning and time needed for data collection.

Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology

Problem Statement 5: Central has seen a 10% increase overall in growth on the campus, thus creating larger classroom sizes in all grade levels.

Root Cause 5: Overall community growth

Problem Statement 5 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 6: Hispanic and Non-Continuously Enrolled students are not meeting the state target for growth in math.

Root Cause 6: Mobility rate causes a lack of continuation of the the curriculum in mathematics.

Problem Statement 6 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 7: Central has had a 29% increase since 2021 of students needing special education services, but we have a limited number of highly qualified teachers to address the needs of the students.

Root Cause 7: teacher shortage, certification requirements, community growth

Problem Statement 7 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 8: Hispanic and non-continuously enrolled students are not hitting the state requirements for growth targets in math.

Root Cause 8: Mobility rate causes a lack of continuation of the curriculum in mathematics.

Problem Statement 8 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 9: There has been inconsistent alignment of phonics programs through the grade levels.

Root Cause 9: Availability of one solid curriculum and lack of teacher training on curriculum that is available

Problem Statement 9 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 10: Central has seen a 10% increase in overall growth on the campus, thus causing larger class sizes in all grade levels.

Root Cause 10: Community growth as a whole.

Problem Statement 10 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Parent and Community Engagement - School Context and Organization

Problem Statement 11: Significant decrease in Reading MAP scores in 1st and 2nd grades for the last 3 years.

Root Cause 11: Lack of adequate phonics curriculum and instruction and lack of teacher training

Problem Statement 11 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology

Problem Statement 12: Students lack self-regulation skills needed to successfully regulate their emotions and behaviors.

Root Cause 12: Lack of SEL curriculum and specifically taught emotional regulation skills

Problem Statement 12 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization

Problem Statement 13: Staff perception of school culture is only 62% positive.

Root Cause 13: Change in leadership for three consecutive years, lack of continuity

Problem Statement 13 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 14: Lack of highly qualified applicants for open positions.

Root Cause 14: National teacher shortage

Problem Statement 14 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 15: Decline in mathematics performance on MAP for last 3 years.

Root Cause 15: Lack of highly qualified teachers to assist in intervention for math for all students due to national teacher shortage. Math intervention is required to be completed by classroom teachers during small group instruction with larger class sizes.

Problem Statement 15 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology

Problem Statement 16: Lack of understanding and/or implementation of rigorous lessons, assessment design, and analytical processing skills contributing to post secondary success.

Root Cause 16: Lack of training to create consistent practices in lesson and assessment design.

Problem Statement 16 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 17: Inconsistent alignment of phonics programs through the grade levels.

Root Cause 17: Availability of one solid curriculum.

Problem Statement 17 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 18: Outdated technology in classrooms for teachers to utilize during instruction.

Root Cause 18: lack of available funds

Problem Statement 18 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology

Problem Statement 19: New mathematics curriculum provided to teachers with minimal time for adequate training.

Root Cause 19: Shipping affected due to COVID, slow decision making process, lack of planning overall

Problem Statement 19 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 20: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

Root Cause 20: There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Problem Statement 20 Areas: Demographics - Student Achievement - School Culture and Climate - Parent and Community Engagement - School Context and Organization

Problem Statement 21: Academic gaps exist due to lack of school experience for some students, along with behavior challenges.

Root Cause 21: Challenges are due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 21 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

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

- Action research results
- Other additional data

Goals







Goal 1: 60% of K-5 students will demonstrate the expected growth on MAP Reading (Gold PK-65%) by June 2025.










Performance Objective 1: Central Elementary will implement a literacy plan for all students, improving Tier 1 instruction (which includes: reading, math, writing, & science). MAP scores will increase by 8% in all subject areas.








Evaluation Data Sources: Lexile scores, MAP Reading and Math (BOY, MOY, & EOY), formative assessments, STAAR scores, weekly grades, & report cards

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in K-3rd and Special Education who are new to the campus/have not yet participated in Texas Reading Academy will be enrolled and complete the one year program. Strategy's Expected Result/Impact: Teachers will implement research-based, science of teaching reading strategies for all learners, so that students will show growth in reading, math, writing and science as measured by Lexile levels, CBAs, MAP Growth, and STAAR scores. Staff Responsible for Monitoring: Administrative Team Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly planning PLC meetings in K - 5th grade, including teachers and administrators, will be conducted and will include an agenda designed to guide teachers through discussion of data analysis, learning standards, assessing student learning, as well as reteach and enrichment plans. Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR Staff Responsible for Monitoring: Administrative Team Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Classroom teachers will conduct guided reading groups during reading instruction and intervention times using district provided curriculum resources and the Leveled Literacy Library to meet individual academic needs of all students. Teachers and families will be provided resources and materials necessary to implement guided reading, math, writing, hands on science, intervention & enrichment. Strategy's Expected Result/Impact: Increased student achievement / report card grades / MAP results Staff Responsible for Monitoring: Administrative Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The Student Success Team (SST), along with grade level teachers, will target identified students by addressing individual needs and select/develop instructional strategies prior to considerations for referral to special education (this includes students who are under MTSS, 504, and EB/ESL). Strategy's Expected Result/Impact: Students skill mastery will increase for improvement of Lexile scoring, MAP Growth and/or STAAR scores. Staff Responsible for Monitoring: Administrative Team Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Supplemental, instructional resources for reading will be purchased in order to provide students and teachers with additional materials that will support growth and achievement in reading.(Materials may include online learning platforms, leveled readers, math manipulatives, writing lessons/activities, dictionaries, videos, professional development, field trip opportunities for students, and science materials.) Strategy's Expected Result/Impact: Increased student achievement / report card grades / MAP results Staff Responsible for Monitoring: Administrative Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Students will have access to supplemental web-based programs, such as IXL and/or Lexia Core 5, for instructional practice, remediation, and enrichment. Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR Staff Responsible for Monitoring: Administrators Classroom Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 1: 60% of K-5 students will demonstrate the expected growth on MAP Reading (Gold PK-65%) by June 2025.




Performance Objective 2: Central students will improve in growth and achievement in Reading. In K - 2nd grade, the Grade-Level Norms Projected RIT Growth will be at or above the Observed Growth on the End of Year MAP Reading assessment. In 3rd - 5th grade, student performance on the Reading STAAR "All Tests" group will improve in each performance category in order to improve the school's overall accountability letter grade.










- Approaches - From 85.64% to 90%
- Meets - From 54.11% to 60%
- Masters - From 18.35% to 30%











Evaluation Data Sources: MAP Assessment Results (K - 5th grade)
Web-based Program Results (K - 5th grade)
Common Formative Assessment Results (3rd - 5th grade)
District STAAR-Formatted Assessment Results (3rd - 5th grade)
STAAR Release Results (3rd - 5th grade)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in tier 2 and 3 intervention for reading, math, writing and science will have small group targeted instruction to meet their deficits and close achievement gaps. An intervention period will be incorporated into the daily school schedule in order for each grade level to address the specific needs of the students as identified from MAP results and common formative assessments. Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results Staff Responsible for Monitoring: Administrative Team Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and interventionists will track Lexile levels, MAP and other formative assessments to determine areas for remediation. Strategy's Expected Result/Impact: Teachers will increase the ability to skillfully target needed differentiated instruction , resulting in improved Lexile levels, MAP Growth, and/or STAAR scores. Staff Responsible for Monitoring: Administrative Team Teachers Interventionists Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Supplemental full time assistants will be used to provide small group and individualized instruction. Struggling students, with a focus on the needs of each student group, will have supplemental small group instruction with tutors. Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Enrichment/Academic challenges will be provided to identified GT students through specialized, specific instruction time with a GT certified teacher. Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results Increased percentage of students achieving masters on STAAR Staff Responsible for Monitoring: Principal, GT Teacher, and GT Coordinator Title I: 2.4, 2.5	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Weekly planning PLC meetings in K - 5th grade, including teachers and administrators, will be conducted and will include an agenda designed to guide teachers through discussion of data analysis, learning standards, assessing student learning, as well as reteach and enrichment plans.</p> <p>Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR</p> <p>Staff Responsible for Monitoring: Administrators Teachers</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students in general ed, including students who receive 504, EL, or special ed services, will be administered common formative assessments in order for classroom and special ed teachers to identify students' needs, determine interventions, and provide reteaching. (Specific analysis will be conducted for economically disadvantaged, special ed, and EL student groups to identify students' needs, determine interventions, and provide reteaching.)</p> <p>Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results / STAAR assessment results</p> <p>Staff Responsible for Monitoring: Administrators, Special Ed Teachers, General Ed Teachers, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 1: 60% of K-5 students will demonstrate the expected growth on MAP Reading (Gold PK-65%) by June 2025.














Performance Objective 3: Provide systemic and continuous reading professional development that results in an increase of teacher proficiency in addressing the social, emotional and academic needs of learners.

Evaluation Data Sources: Sign-In Sheets, Lesson Plans, STAAR Reading, MAP scores

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff members and administrators will attend reading/language professional development as needed, including book studies, webinars, workshops, conferences, etc. Provide opportunities for differentiated professional development based on reading teacher needs. Utilize classroom observations, walk-throughs, and video to establish a baseline for coaching and professional growth. Strategy's Expected Result/Impact: Professional growth knowledge of new and innovative best practices, with implementation to improve student academic performance. Staff Responsible for Monitoring: Administrative Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All staff will receive professional development and updates on Dyslexia. Strategy's Expected Result/Impact: A better understanding of how to identify and service students with dyslexia. Staff Responsible for Monitoring: Principal, Assistant Principal, Dyslexia Coordinator Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Administrators will be provided with opportunities to grow professionally to better support teachers. Strategy's Expected Result/Impact: Academic support for classroom teachers through Leadership Development. Staff Responsible for Monitoring: Administrative Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Monthly vertical team meetings will be conducted, including administrators and teachers, and will include an agenda that will guide teachers through discussion of data analysis, student misconceptions, effective teaching strategies, instructional adjustments needed to support struggling learners, and reteaching plans. Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR Staff Responsible for Monitoring: Administrative Team Teachers Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: The school librarian will attend professional development in order to acquire strategies that support early literacy instruction. Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students meeting projected growth on MAP Reading assessment Staff Responsible for Monitoring: Principal ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




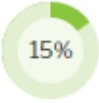





Goal 1: 60% of K-5 students will demonstrate the expected growth on MAP Reading (Gold PK-65%) by June 2025.

Performance Objective 4: Implement strategies that close performance gaps with all student populations in reading.

Evaluation Data Sources: On Point Data, Interim Assessments, Benchmarks, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will meet with teachers and set academic and behavior goals. They will track their own progress through the use of data folders. This information will be used as the basis of teacher/student data and goals discussions. Strategy's Expected Result/Impact: Students will self monitor their progress and work towards their desired goals. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent training nights to help teach parents how to work with their student at home in reading and mathematic skills and to provide hands-on materials for families to utilize when at home. Strategy's Expected Result/Impact: Strong school-family engagement practices to bridge the gap between school and home. Improved student scores and overall academic growth. Staff Responsible for Monitoring: Administrative Team Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Classroom teachers will provide daily phonics instruction utilizing approved state and district curriculum (i.e. Saxon Phonics (K - 2nd), West Virginia Phonics (3rd - 5th), and Heggerty Phonemic Awareness Program (K - 2nd)). Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results Staff Responsible for Monitoring: Administrators Classroom Teachers	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: 60% of K-5 students will demonstrate the expected growth on MAP Math (Gold PK-65%) by June 2025.

Performance Objective 1: Central students will improve in growth and achievement in Math. In K - 2nd grade, the Grade-Level Norms Projected RIT Growth will be at or above the Observed Growth on the End of Year MAP Math assessment.




In 3rd - 5th grade, student performance on the Math STAAR "All Tests" group will improve in each performance category in order to improve the school's overall accountability letter grade.










- Approaches - From 85.64% to 90%
- Meets - From 54.11% to 60%
- Masters - From 18.35% to 30%










Evaluation Data Sources: MAP Assessment Results (K - 5th grade)
Web-based Program Results (K - 5th grade)
Common Formative Assessment Results (3rd - 5th grade)
District STAAR-Formatted Assessment Results (3rd - 5th grade)
STAAR Release Results (3rd - 5th grade)











Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly planning PLC meetings in K - 5th grade, including teachers and administrators, will be conducted and will include an agenda designed to guide teachers through discussion of data analysis, learning standards, assessing student learning, as well as reteach and enrichment plans. Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR Staff Responsible for Monitoring: Administrators Classroom Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Classroom teachers and interventionists will provide small group math instruction using Eureka Math to meet the individual academic needs of all students. Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results Staff Responsible for Monitoring: Administrators Classroom Teachers Interventionists Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Classroom teachers in K - 5th grade will conduct goal-setting and data-tracking with students at a minimum of once per month. Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR Staff Responsible for Monitoring: Administrators Classroom Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will have access to supplemental web-based programs, such as IXL and/or ST Math, for instructional practice, remediation, and enrichment. Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results / STAAR assessment results Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: PK-5th grade math classrooms will have access to hands on math manipulatives and math stackers, to create opportunities for students to relate math concepts to real world concepts and every day life. Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR Staff Responsible for Monitoring: Administrators Classroom Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Students in general ed, including students who receive 504, EL, or special ed services, will be administered benchmark tests in order for classroom and special ed teachers to identify students' needs, determine interventions, and provide remediation. (Specific analysis will be conducted for economically disadvantaged, special ed, and EL student groups to identify students' needs, determine interventions, and provide remediation.) Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results / STAAR assessment results Staff Responsible for Monitoring: Administrators, Special Ed Teachers, General Ed Teachers, Interventionists Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Monthly vertical team meetings will be conducted, including administrators and teachers, and will include an agenda that will guide teachers through discussion of data analysis, student misconceptions, effective teaching strategies, instructional adjustments needed to support struggling learners, and reteaching plans. Strategy's Expected Result/Impact: Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR Staff Responsible for Monitoring: Administrators and classroom teachers Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Supplemental full time assistants will be used to provide small group and individualized instruction. Strategy's Expected Result/Impact: Increased student achievement - report card grades / MAP results Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Supplemental, instructional resources for math will be purchased in order to provide students and teachers with additional materials that will support growth and achievement in math. Strategy's Expected Result/Impact: Increased student achievement / report card grades / MAP results Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







Goal 2: 60% of K-5 students will demonstrate the expected growth on MAP Math (Gold PK-65%) by June 2025.








Performance Objective 2: Implement strategies that close performance gaps with all student populations in math.

Evaluation Data Sources: MAP Assessment Results (K - 5th grade)
 Web-based Program Results (K - 5th grade)
 Common Formative Assessment Results (3rd - 5th grade)
 District STAAR-Formatted Assessment Results (3rd - 5th grade)
 STAAR Release Results (3rd - 5th grade)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will utilize Rigor and Relevance, striving for hands on learning experiences through evaluation, creative problem solving of real word problems, synthesizing and analyzing topics and data to determine next best steps; while teaching grade level TEKS to encourage "progressive struggle" and critical problem solving. Teacher skill development of successful scaffolding pre requisite skills will grow student ability; this includes: reading, math, writing, science, 504, Special Education, MTSS and EB/ESL.</p> <p>Strategy's Expected Result/Impact: Increased achievement on formative assessments, MAP, lexile levels, STAAR EOY scoring.</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and families will be provided resources and materials necessary to implement guided reading, math, writing, hands on science, intervention & enrichment. Materials may include leveled readers, math manipulatives, writing lessons/activities, dictionaries, videos, professional development, field trip opportunities for students, and science materials.</p> <p>Strategy's Expected Result/Impact: Students will show growth in reading, math, writing and science as measured by Lexile levels, CBAs, MAP Growth, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Administrative Team, ILT and Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will utilize various math manipulatives, STEAM tubs, Eureka manipulatives, Guided Math and Daily 5 Math stations, to provide students with hands on experiences.</p> <p>Strategy's Expected Result/Impact: Students will be able to relate their learning from paper and pencil to real world application; therefore, increasing achievement scores on MAP, formative assessments, STAAR, and teacher created checkpoints.</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



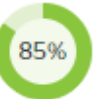




Goal 2: 60% of K-5 students will demonstrate the expected growth on MAP Math (Gold PK-65%) by June 2025.

Performance Objective 3: Provide systemic and continuous reading professional development that results in an increase of teacher proficiency in addressing the social, emotional and academic needs of learners.

Evaluation Data Sources: Sign-In Sheets, Lesson Plans, STAAR Reading, MAP scores

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff members and administrators will attend math/science professional development as needed, including book studies, webinars, workshops, conferences, etc. Provide opportunities for differentiated professional development based on math/science teacher needs. Utilize classroom observations, walk-throughs, and video to establish a baseline for coaching and professional growth. Strategy's Expected Result/Impact: Professional growth knowledge of new and innovative best practices, with implementation to improve student academic performance. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			


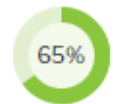
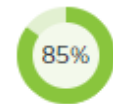

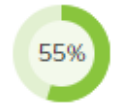
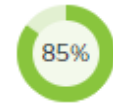



Goal 3: The percent of students with 5 or more referrals will decrease 20% from 2019 to June 2025.











Performance Objective 1: Increase engagement /relationship building with students and their parents.

Evaluation Data Sources: surveys, call logs, STAAR, attendance records, parent involvement activities participation, School-Family Engagement opportunities and parental support, CKH implementation surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will build relationships through parent conferences, phone calls, and face to face meetings, in order to communicate the students' academic needs and how to address goal that will help students close achievement gaps. Strategy's Expected Result/Impact: Parents and school staff will work together to find effective strategies that assist students in closing achievement gaps that increase STAAR scores. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of a Mentor Program to facilitate relationships with students on campus. Mentors meet with students 4 times a month during a mutually agreed upon time. In addition, campus teachers choose one student not in their classroom to mentor through the year, meeting at least 3 times per month. Strategy's Expected Result/Impact: Strong school, student and home relationships, and increased assessment data overall. Staff Responsible for Monitoring: Administrators Classroom Teachers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: PBIS: Students receive Cat Bucks for behaviors in line with campus expectations. These tokens are used in the WILDCAT SHACK, Central's school store where prizes can be purchased. Strategy's Expected Result/Impact: Positive behavior supports school-wide and common goals for students aligned throughout all grade levels. Staff Responsible for Monitoring: Administrators, Staff, Counselor, and Classroom Teachers	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Increased parental involvement opportunities and "family nights" on campus. Strategy's Expected Result/Impact: Central Elementary will be a place of peace and comfort for students and families, creating trusting and lasting partnerships. Staff Responsible for Monitoring: Administrators, Staff and Classroom Teachers	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: PBIS Wildcat-fest, to celebrate positive behaviors on campus for all students (including SOAR and ECSE). This will be a time during which students with good behavior will participate in minute to win it type games for an hour and win various prizes through random ticket drawings. Strategy's Expected Result/Impact: Student excitement to attend school and increased attendance rates. We will also see a decline in student negative behaviors. Staff Responsible for Monitoring: Administrators, Counselor, Staff and Classroom Teachers	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



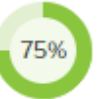







Goal 3: The percent of students with 5 or more referrals will decrease 20% from 2019 to June 2025.

Performance Objective 2: Provide professional development focused on Culturally Responsive Teaching to increase teacher proficiency mitigating, identifying and addressing achievement gaps among student groups.

Evaluation Data Sources: MAP Assessment, STAAR, weekly grades, staff surveys, staff book studies and vertical alignment in grade levels with behavior expectations through PBIS

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal, revising met/unmet strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in PLC meetings and professional development training to bridge the school-home gap. Collaboration with grade level teachers from neighboring AISD elementary campus to discuss best practices, implementation, reteaching, blended classrooms beyond Central's campus will aid in closing gaps. Strategy's Expected Result/Impact: Parents and school staff will work together to find effective strategies that assist students in closing achievement gaps that increase STAAR scores. Staff Responsible for Monitoring: Administrators Classroom Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Administrative staff will attend professional development to be able to provide leadership and professional development to the staff to address achievement gaps and encourage student success. Strategy's Expected Result/Impact: Leadership will increase teacher proficiency in identifying and addressing gaps among student groups. Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Feb	May
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

State Compensatory

Budget for Central Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Central Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Candace Yglesias	Instructional Assistant	1
Leigh Mizell	Instructional Assistant	1
Lindsay Bradley	Instructional Assistant	1
Lori Patterson	Instructional Assistant	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jamesha Williams	Instructional Assistant	Pull-out Intervention	
Janet Cantu	Instructional Assistant	Project Based Learning	
Pricillia Ortiz	Instructional Assistant	Pull-out Intervention	