

Alief Independent School District
Youens Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Youens Elementary is the oldest school in our district, built in 1964 and replacing a previous schoolhouse built in 1911. Due to the age of the building, Youens is in the current bond to be rebuilt in coming years. Youens is rich in history and traditions, with a current focus on 21st century skills, academic and social-emotional development, building positive relationships, and promoting a safe and meaningful learning environment. Youens follows the district motto "Preparing students for tomorrow, Caring for them today." The campus is currently revising the mission and vision for the 22-23 school year, in order to better meet the needs of all Youens students. A mission statement under consideration: "Youens Elementary motivates and empowers all students to attain their full potential as global citizens and future leaders." Youens Elementary is working toward incorporating AVID and The Leader in Me frameworks in the coming years, which are directly aligned to developing our students to not only be prepared for the future, but to be game-changers, problem-solvers, and leaders for our world.

Youens Elementary is a Title I campus. Our community is densely populated. The student population of Youens Elementary is approximately 832 enrolled students in PK-5. The following are the demographics for our campus 16% Asian, 15% African American, and 71% Hispanic or Latino. Our population is 11.6% Special Education, 89% is At Risk, 57% is Bilingual, and 22% is ESL. Youens population includes 96% minority students and 91% Economically Disadvantaged. The population is racially diverse and over 80 languages are spoken within our community. Currently enrolled we have 80% Emergent Learners with approximately 75% Spanish speakers and the prominent languages other than Spanish are Vietnamese, Urdu, Yoruba, Burmese, Pashto, Dari and Arabic. The housing in our community consists of low-income apartment living and mobile homes living. We currently have 5% of students that are homeless mostly multi-family.

From the last available TAPR report (2020-2021), 85.3% of Youens staff are considered minorities, with 56% of teachers being Hispanic in ethnicity. 74% of teachers hold a bachelors degree and 26% of teachers hold a masters degree. 30% of teachers have 1-5 years experience, 16% of teachers have 6-10 years experience, and 38.5% of teachers have 11-20 years experience at Youens, with the average across the building falling around 9.9 years. In regard to gender, 83% of teachers are female on campus. The majority of Youens teachers are trained in Sheltered Instruction (SIOP), in order to better meet the needs of our emergent bilingual students. In regard to certification, Youens has two teachers currently finishing alternative certification, and one other teacher in the last three years who entered through alternative certification.

Attendance:

School Year	Campus	African American	Hispanic	White	Asian	Spec Ed	Eco. Disadv.	EB/EL
2021-2022	93.27%	93.4%	92.9%	88.53%	95.74%	90.47%	93.20%	
2020-2021	95.28%	94.66%	95.05%	98.25%	97.74%	93.36%	93.6%	93.11%
2019-2020	98.9%	99.2%	98.8%	99.1%	99.7%	98.4%	98.9%	98.9%
2018-2019	97.0%	97.3%	96.8%	96.7%	98.2%	96.0%	96.9%	96.9%
2017-2018	96.8%	97.1%	96.6%	96.0%	98.1%	96.2%	96.9%	96.9%

Percent of Attendance Average from 2018-2022: 93.27%

Percent of Attendance from 2021-2022: 95.28%

Attendance has drooped an average 2% this school year.

Demographics Strengths

Strengths and supports in place for our population of students include: teachers trained in SIOP Components, students receiving intervention services with our campus Interventionists, Special Education and GT services. Youens also offers the Gifted and Talented Program for students identified as GT. Students are tested in the Fall and Spring, Kindergarten students are tested in December. A GT certified teacher provides services 3 hours per week, 27 hours during each of the 9 Week Grading Period.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a 2% Average drop of attendance from 2020-2021 to 2021-2022 school year. **Root Cause:** State and district truancy procedures has changed since the COVID 19 pandemic. Additionally, positive attendance rewards for students in place at Youens hasn't motivated students with chronic absenteeism.

Student Learning

Student Learning Summary

Distinction designations were not awarded in 2021 in the State of Texas.

As for Youens 2021 STAAR Performance in all subjects, 43% of all students met the Approaches level or above, 18% met the Meet level or above and 6% met the Master level.

Out of the 43% of all students that met Approaches or above level on 2021 Reading STAAR , 41% of the Hispanic sub-population met Approaches or above level , 63% of the African American sub-population met Approaches or above level , 64% Asian sub-population met Approaches or above level, 31% of the Special ED population met Approaches or above level , 42% Economically Disadvantaged population met Approaches or above level, and 41% ELL met Approaches or above level.

Out of the 34% of all students that met Approaches or above level on 2021 Math STAAR , 31% of the Hispanic sub-population met Approaches or above level , 44% of the African American sub-population met Approaches or above level , 79% Asian sub-population met Approaches or above level, 23% of the Special ED population met Approaches or above level , 34% Economically Disadvantaged population met Approaches or above level, and 33% ELL met Approaches or above level.

Student Learning Strengths

Youens Elementary ensures that all students are provided with teachers who are working diligently to implement best instructional practices in Kinder through 5th grade. To facilitate student growth on the Reading and Language Arts, Youens teachers follow district adopted curriculum and pacing of Into Reading and Arriba la lectura. Students and teachers in grades K-5 continue to use the Math in Focus program. Teachers provide Science instruction every day for 45 minutes in grades K-5. In Social Studies, teachers utilize multiple resources, such as Pearson's My World Adoption, as well as other on-line resources. Students at Youens are provided additional support during rotations with iStation and IReady to help target interventions. Teachers and interventionists used the data and information to guide instruction and create small groups. In addition to analyzing data from unit and module assessment, students complete two Interim Assessments. Teachers have attended district and campus professional learning and training for SIOP components in order to support our significant Emergent Bilingual population. TELPAS required training for staff administering the TELPAS is also completed yearly. In 3rd-5th grade, Youens has adopted Advancement via Individual Determination (AVID) program. Technology integration is a very important factor in fostering academic growth. Teachers received training for Classkick, Pear Deck, SchoolCity, Cambium, and Schoology, which informed teachers about other ways to present instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 41% of ELLs did not meet approaches on Reading STAAR. 33% of ELLs did not meet approaches on Math STAAR. **Root Cause:** Teachers struggle with effectively implementing SIOP instructional strategies for ELLs.

Problem Statement 2 (Prioritized): 43% of all students met Approaches or above level on 2021 Reading STAAR. **Root Cause:** There was inconsistent small group instruction taking place in reading for students needing interventions.

Problem Statement 3 (Prioritized): Interventions provided before, after, and during the school day didn't yield a high growth in students academic achievement in reading or math. **Root Cause:** Targeted interventions programs provided such as "YES Academy tutorials" , "Saturday Camp", and M&M camp at Youens need to be consistent throughout the year and address Kinder through 5th grade. Additionally, data is not used to drive instruction to meet the individual needs of students.

School Processes & Programs

School Processes & Programs Summary

Youens Elementary has several programs that give students an opportunity to ensure academic success as well as leadership opportunities to help build their self-esteem. Youens offers morning and after school tutorials for 3rd-5th grade, and we also have intervention time built in during the day. Accelerated Instruction will be a focus this year as well, based on TEA expectations. This year YES Academy is following a face to face model. Youens also has Title 1 Reading Interventionists who service students during the day. Youens has English Language Development interventionists who service English Language Learners during the school day. Youens has Gems, Safety Patrol, Student Council, and Morning Announcements Crew which allow student leadership. CIS aids identified students and families as needed, and students participate in Backpack Buddies to aid in food scarcity at home. Our Family Engagement Center is open daily for parent volunteers to learn English, volunteer at the school, as well as other learning opportunities. The FAME center also sets up meetings with the principal, content coaches, counselors, and other staff at our campus. We also have Girl Start for girls to get involved in STEM. Counselors lead our Student of the Month recognition programs tied into leadership traits.

Staff members new to Alief ISD are required to participate in Alief U for three consecutive years. The expectation is that each new teacher obtains 35 hours of professional development. In addition to Alief U, new teachers to Youens also participate in Youens U or are assigned a teacher buddy.

School Processes & Programs Strengths

Staff are recognized via shoutouts, Gators of the Week, and other recognitions throughout the year. All staff can participate in themed days each week for superhero Monday, team Tuesday, college Wednesday, and spirit Friday. Staff are able to meet with administrators at any time to address concern or share ideas and suggestions for campus improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Interventions provided before, after, and during the school day didn't yield a high growth in students academic achievement in reading or math. **Root Cause:** Targeted interventions programs provided such as "YES Academy tutorials", "Saturday Camp", and M&M camp at Youens need to be consistent throughout the year and address Kinder through 5th grade. Additionally, data is not used to drive instruction to meet the individual needs of students.

Problem Statement 2: Parent engagement in the academic process is low. **Root Cause:** Campus processes do not provide many opportunities for two way communication and parent empowerment in regard to academics.

Problem Statement 3: There is a 2% Average drop of attendance from 2020-2021 to 2021-2022 school year. **Root Cause:** State and district truancy procedures has changed since the COVID 19 pandemic. Additionally, positive attendance rewards for students in place at Youens hasn't motivated students with chronic absenteeism.

Perceptions

Perceptions Summary

Youens Elementary strives to include all stakeholders in our community to ensure a safe, orderly educational environment. Parents are provided with multiple opportunities to see what is going on in the classrooms at Youens. There are two curriculum nights as well as one Health/Fitness Night. There are also more social events for families such as Meet the Teacher, Family Night, fall festival, musical productions, and Field Day. Teachers communicate with parents through multiple tools-schoolology, website, social media, Remind 101 or other communication tools, letters home, conferences via phone/zoom/in person, and after school events. During parent conferences, teachers review Parent Compact to discuss roles for the school, teacher, student, and parents. Parents can be chaperones on field trips. Parents can volunteer to be part of the Shared Decision Making Council. Parents can be involved with the Family Engagement Center with many opportunities to get involved with their child's education. The principal has many ways to communicate with parents as to what is happening at the school such as: Remind101, call outs, SMORE, emails, Coffee with the Principal meetings, and the website. Our school has a brand that sets our school apart from others, and we have an annual theme that is promoted and embraced by our staff and students. This year's theme is "Let your Hero come out!" Our campus improvement plan is shared with our staff and families for review, and we publicly post on campus and on our website.

We make sure every adult is Raptored in as they come onto our campus. We have procedures in place to keep all students safe. We make changes each year to our safety plan based on yearly audits.

Youens follows Alief ISD guidelines for the recruiting and induction process to ensure alignment across campuses in Alief for hiring and inducting high quality candidates. Retention of educators is promoted through the use of a strong mentoring program, campus and district support measures, and maintaining a positive and open campus culture.

Classroom placement of teachers is re-evaluated each year to ensure students work toward their full potential. Several data sources are utilized, including growth of students, testing data, student and teacher input, classroom walkthroughs, district guideline considerations, and the teacher evaluation process. Teacher strengths and teaching preferences are also considered when reviewing classroom placement.

Perceptions Strengths

Our school has a brand that sets our school apart from others, and we have an annual theme that is promoted and embraced by our staff and students. This year's theme is "Let your Hero come out!" Our campus improvement plan is shared with our staff and families for review, and we publicly post on campus and on our website.

Climate and culture surveys are completed each school year and results are provided to the campus upon completion. 3rd-5th grade students participate and all parents are invited to take the survey each year. Results are consistently positive for Youens, as students and parents share they are generally happy with the campus in regard to both climate and safety. An area of growth will be increasing student and parent voice and growing our 2-way communication with families in regard to student expectations and achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent engagement in the academic process is low. **Root Cause:** Campus processes do not provide many opportunities for two way communication and parent empowerment in regard to academics.

Priority Problem Statements

Problem Statement 1: 41% of ELLs did not meet approaches on Reading STAAR. 33% of ELLs did not meet approaches on Math STAAR.

Root Cause 1: Teachers struggle with effectively implementing SIOP instructional strategies for ELLs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Interventions provided before, after, and during the school day didn't yield a high growth in students academic achievement in reading or math.

Root Cause 2: Targeted interventions programs provided such as "YES Academy tutorials" , "Saturday Camp", and M&M camp at Youens need to be consistent throughout the year and address Kinder through 5th grade. Additionally, data is not used to drive instruction to meet the individual needs of students.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: 43% of all students met Approaches or above level on 2021 Reading STAAR.

Root Cause 3: There was inconsistent small group instruction taking place in reading for students needing interventions.

Problem Statement 3 Areas: Student Learning

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
- HB3 CCMR goals
- 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

Accountability Data

- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR released test questions
- STAAR EL progress measure data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Goals

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 1: The AMM average on 3rd grade STAAR Reading will increase from 18% to 41% by June 2023.

- Evaluation Data Sources:** 1. Reading STAAR
2. Reading District Assessments/Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Use screeners and assessment data to plan for small group instruction and intervention groups. Additional reteach planning, differentiation, tutorials, and intervention will be needed due to Covid-19 regression or gaps.</p> <p>Strategy's Expected Result/Impact: Provide Targeted Intervention to all students</p> <p>Staff Responsible for Monitoring: Language Arts Content Specialists, Classroom Teachers, RTI</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE), - ESSER III - \$118,324</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Content Coaches will guide teachers in planning and PLC on how to improve of first line Reading instruction by monitoring and discussing student work and informal data.</p> <p>Strategy's Expected Result/Impact: student progress in assessments **</p> <p>Staff Responsible for Monitoring: Content Specialist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Third grade teachers will have quarterly data meetings to discuss student progress from profile sheets and performance on screeners and assessments.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction to grow students district, state and ISIP performance.</p> <p>Staff Responsible for Monitoring: Specialist, Admin, ESL Specialists, SCE funded position</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE), - ESSER III - \$118,324</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Content Specialist will revisit small group expectations/best practices, analyze TEKS and exemplars, and provide feedback to teachers based on classroom quarterly walkthroughs using the Campus Small Group rubric during PLC and/or planning.</p> <p>Strategy's Expected Result/Impact: Increase rigor of guided reading intervention and overall effectiveness of intervention</p> <p>Staff Responsible for Monitoring: Content Specialists, Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will identify students who will receive targeted instruction based on multiple sources of data.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Content Specialists, Classroom Teachers, Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - State Comp Ed (SCE), - ESSER III - \$118,324</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will rehearse the "I DO" part of the lesson during planning, including the use of manipulatives to teach the concept.</p> <p>Strategy's Expected Result/Impact: Accelerated student learning and academic achievement</p>	Formative			Summative
	Oct	Jan	Mar	June

Staff Responsible for Monitoring: Admin, content coaches, teachers, and interventionists.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 2: The AMM Average on 3rd grade STAAR Math will increase from 21% to 41% by June 2023.

- Evaluation Data Sources:** 1. Math STAAR
2. Math District Assessments/Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Youens content specialists will analyze standards(TEKS) with grade level teachers to identify what students need to know in order to master each standard.</p> <p>Strategy's Expected Result/Impact: Grade level teachers will have a deeper understanding of each standard, therefore, having better first line instruction and ensuring student mastery of standards.</p> <p>Staff Responsible for Monitoring: Grade level teachers and content specialists</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Youens content specialists and grade level teachers will utilize exemplars in order to teach with the end in mind and deeper understand standards.</p> <p>Strategy's Expected Result/Impact: Increased percent of students passing assessments and improve first line instruction.</p> <p>Staff Responsible for Monitoring: Content specialists and grade level teachers</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use formative and informative assessment data to drive instruction and small groups.</p> <p>Strategy's Expected Result/Impact: Increased percent of students passing unit assessments/district assessments/STAAR.</p> <p>Staff Responsible for Monitoring: Content specialists and grade level teachers</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will rehearse the "I DO" part of the lesson during planning, including the use of manipulatives to teach the concept.</p> <p>Strategy's Expected Result/Impact: Improve first line instruction</p> <p>Staff Responsible for Monitoring: Content specialists and admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Use screeners and assessment data to plan for small group instruction and intervention groups. Additional reteach planning, differentiation, tutorials, and intervention will be needed due to regression or gaps.</p> <p>Strategy's Expected Result/Impact: Accelerated student learning and academic achievement</p> <p>Staff Responsible for Monitoring: Admin, content coaches, interventionists, instructional paras, and classroom teachers</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: We will identify students who will receive targeted instruction based on multiple sources of data.</p> <p>Strategy's Expected Result/Impact: Accelerated student learning and academic achievement</p> <p>Staff Responsible for Monitoring: Admin, content coaches, teachers, and interventionists.</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will communicate with parents regarding current unit of study.</p> <p>Strategy's Expected Result/Impact: Parent involvement</p> <p>Staff Responsible for Monitoring: Teachers and content specialists</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 3: The AMM Average on 4th grade STAAR Reading will increase from 18% to 41% by June 2023.

- Evaluation Data Sources:** 1. Reading STAAR
2. Reading District Assessments/Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Use screeners and assessment data to plan for small group instruction and intervention groups. Additional reteach planning, differentiation, tutorials, and intervention will be needed due to regression or gaps.</p> <p>Strategy's Expected Result/Impact: Provide Targeted Intervention to all students</p> <p>Staff Responsible for Monitoring: Language Arts Content Specialists, Classroom Teachers, RTI</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Content Coaches will guide teachers in planning and PLC on how to improve of first line Reading instruction by monitoring and discussing student work and informal data.</p> <p>Strategy's Expected Result/Impact: Increased student performance progress and growth</p> <p>Staff Responsible for Monitoring: Content Specialist, Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Fourth grade teachers will have quarterly data meetings to discuss student progress from profile sheets and performance on screeners and assessments.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction to grow students district, state and ISIP performance.</p> <p>Staff Responsible for Monitoring: Specialist, Admin, ESL Specialists, SCE funded position</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Content Specialist will revisit small group expectations/best practices, analyze TEKS and exemplars, and provide feedback to teachers based on classroom quarterly walkthroughs using the Campus Small Group rubric during PLC and/or planning.</p> <p>Strategy's Expected Result/Impact: Increase rigor of guided reading intervention and overall effectiveness of intervention</p> <p>Staff Responsible for Monitoring: Content Specialists, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will identify students who will receive targeted instruction based on multiple sources of data.</p> <p>Strategy's Expected Result/Impact: Increase of Student Growth</p> <p>Staff Responsible for Monitoring: Content Specialists, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will rehearse the "I DO" part of the lesson during planning, including the use of manipulatives to teach the concept.</p> <p>Strategy's Expected Result/Impact: Accelerated student learning and academic achievement</p> <p>Staff Responsible for Monitoring: Admin, content coaches, teachers, and interventionists.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Select Instructional Leaders and Administration will attend the TEA Reading Academy to get a deeper knowledge on the Science of Teaching Reading in order to have a direct impact on first line ELA instruction.</p> <p>Strategy's Expected Result/Impact: 3rd Grade STAAR 2021 Data Increase</p> <p>Staff Responsible for Monitoring: Principal, ELA Specialists and Reading Interventionists, REID Specialists (SCE funded position)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Students who attend tutorials will be given an incentive for attendance. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Tutorials coordinator TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: The AMM Average on 4th grade STAAR Math will increase from 14% to 41% by June 2023.

- Evaluation Data Sources:** 1. Math STAAR
2. Math District Assessments/Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Youens content specialists will analyze standards(TEKS) with grade level teachers to identify what students need to know in order to master each standard.</p> <p>Strategy's Expected Result/Impact: Grade level teachers will have a deeper understanding of each standard, therefore, having better first line instruction and ensuring student mastery of standards.</p> <p>Staff Responsible for Monitoring: Grade level teachers and content specialists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Youens content specialists and grade level teachers will utilize exemplars in order to teach with the end in mind and deeper understand standards.</p> <p>Strategy's Expected Result/Impact: Increased percent of students passing assessments and improve first line instruction.</p> <p>Staff Responsible for Monitoring: Content specialists and grade level teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use formative and informative assessment data to drive instruction and small groups.</p> <p>Strategy's Expected Result/Impact: Increased percent of students passing unit assessments/district assessments/STAAR.</p> <p>Staff Responsible for Monitoring: Content specialists and grade level teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will rehearse the "I DO" part of the lesson during planning, including the use of manipulatives to teach the concept.</p> <p>Strategy's Expected Result/Impact: Improve first line instruction</p> <p>Staff Responsible for Monitoring: Content specialists and admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Use screeners and assessment data to plan for small group instruction and intervention groups. Additional reteach planning, differentiation, tutorials, and intervention will be needed due to Covid-19 regression or gaps.</p> <p>Strategy's Expected Result/Impact: Accelerated student learning and academic achievement</p> <p>Staff Responsible for Monitoring: Admin, content coaches, interventionists, instructional paras, and classroom teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: We will identify students who will receive targeted instruction based on multiple sources of data.</p> <p>Strategy's Expected Result/Impact: Accelerated student learning and academic achievement</p> <p>Staff Responsible for Monitoring: Admin, content coaches, interventionists, and classroom teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will communicate with parents regarding current unit of study.</p> <p>Strategy's Expected Result/Impact: Parent involvement</p> <p>Staff Responsible for Monitoring: Teachers and content specialists</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 8 Details	Reviews			
Strategy 8: Students who attend tutorials will be given an incentive for attendance. Strategy's Expected Result/Impact: student growth Staff Responsible for Monitoring: tutorials coordinator TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: The AMM Average on 5th grade STAAR Reading will increase from 36% to 41% by June 2023.

- Evaluation Data Sources:** 1. Reading STAAR
2. Reading District Assessments/Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Use screeners and assessment data to plan for small group instruction and intervention groups. Additional reteach planning, differentiation, tutorials, and intervention will be needed due to regression or gaps.</p> <p>Strategy's Expected Result/Impact: Provide Targeted Intervention to all students</p> <p>Staff Responsible for Monitoring: Language Arts Content Specialists, Classroom Teachers, RTI</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Content Coaches will guide teachers in planning and PLC on how to improve of first line Reading instruction by monitoring and discussing student work and informal data.</p> <p>Strategy's Expected Result/Impact: Increase of students overall performance</p> <p>Staff Responsible for Monitoring: Content Specialist, Administrators Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The 5th grade ELA teacher will have quarterly data meetings to discuss student progress from profile sheets and performance on screeners and assessments.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction to grow students district, state and ISIP performance.</p> <p>Staff Responsible for Monitoring: Specialist, Admin, ESL Specialists, SCE funded position</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Content Specialist will revisit small group expectations/best practices, analyze TEKS and exemplars, and provide feedback to teachers based on classroom quarterly walkthroughs using the Campus Small Group rubric during PLC and/or planning.</p> <p>Strategy's Expected Result/Impact: Increase rigor of guided reading intervention and overall effectiveness of intervention</p> <p>Staff Responsible for Monitoring: Content Specialist, Administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will identify students who will receive targeted instruction based on multiple sources of data.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Content Specialists, Classroom Teachers, Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will rehearse the "I DO" part of the lesson during planning.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction to grow students district, state and ISIP performance.</p> <p>Staff Responsible for Monitoring: Reading Specialist, Admin, ESL Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students who attend tutorials will be given an incentive for attendance.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Tutorials coordinator</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: The AMM Average on 5th grade STAAR Math will increase from 30% to 41% by June 2023.

- Evaluation Data Sources:** 1. Math STAAR
2. Math District Assessments/Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Youens content specialists will analyze standards(TEKS) with grade level teachers to identify what students need to know in order to master each standard.</p> <p>Strategy's Expected Result/Impact: Grade level teachers will have a deeper understanding of each standard, therefore, having better first line instruction and ensuring student mastery of standards.</p> <p>Staff Responsible for Monitoring: Grade level teachers and content specialists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Youens content specialists and grade level teachers will utilize exemplars in order to teach with the end in mind and deeper understand standards.</p> <p>Strategy's Expected Result/Impact: Increased percent of students passing assessments and improve first line instruction</p> <p>Staff Responsible for Monitoring: Content specialists and grade level teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use formative and informative assessment data to drive instruction and small groups.</p> <p>Strategy's Expected Result/Impact: Increased percent of students passing assessments</p> <p>Staff Responsible for Monitoring: Content specialists and grade level teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will rehearse the "I DO" part of the lesson during planning, including the use of manipulatives to teach the content.</p> <p>Strategy's Expected Result/Impact: Improve first line instruction</p> <p>Staff Responsible for Monitoring: Content specialists and admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Use screeners and assessment data to plan for small group instruction and intervention groups. Additional reteach planning, differentiation, tutorials, and intervention will be needed due to Covid-19 regression or gaps.</p> <p>Strategy's Expected Result/Impact: Accelerated learning and academic achievement</p> <p>Staff Responsible for Monitoring: Admin, content coaches, interventionists, teachers, and instructional paras</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: We will identify students who will receive targeted instruction based on multiple sources of data.</p> <p>Strategy's Expected Result/Impact: Accelerated learning and academic achievement</p> <p>Staff Responsible for Monitoring: Admin, content coaches, interventionists, and instructional paras</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teacher will communicate with parents regarding current unit of study.</p> <p>Strategy's Expected Result/Impact: Parent involvement</p> <p>Staff Responsible for Monitoring: Teacher and content specialists</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Students who attend tutorials will be given an incentive for attendance.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Tutorials coordinator</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: The AMM Average on 5th grade STAAR Science will increase from 22% to 41% by June 2023.

- Evaluation Data Sources:** 1. Science STAAR
2. Science District Assessments/Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure that the lessons and activities are vocabulary enriched. Teachers will designate one day of each unit to strategically target vocabulary. Vocabulary interactive word walls with grade level specific definitions will be evident in the Science classroom. Visual vocabulary will be visible to assure the needs of all students are being met.</p> <p>Strategy's Expected Result/Impact: Use of interactive vocabulary walls, walkthroughs, and lesson plans.</p> <p>Staff Responsible for Monitoring: Grade level teachers and content specialist</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive</p> <p>Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Comprehensive Support Strategy Integration throughout the subject. All teachers will work to integrate literacy into Science through writing in Interactive Science notebooks and reading curriculum related to Science content objectives (StemScopes, Edusmart and CER. Webpage resources and books on the E-readers).</p> <p>Strategy's Expected Result/Impact: Assessments, walkthroughs, planning meetings, and student work samples.</p> <p>Staff Responsible for Monitoring: Grade level teachers and content specialist</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive</p> <p>Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Evidence of Science instruction will be observed throughout all classrooms through the use of Thinking Maps, writing samples , anchor charts, interactive vocabulary walls, student notebooks, and student work.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, lesson plans, planning meetings, and student work</p> <p>Staff Responsible for Monitoring: Grade level teachers and content specialist</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 8: 45% of SPED students will take and pass STAAR/STAAR Alt2 for the 2022-2023 school year.

Evaluation Data Sources: STAAR/STAAR-A/STAAR Alt progress measure





Strategy 1 Details	Reviews			
<p>Strategy 1: Data Analysis: In Class Support teachers will maintain a tracking sheet to monitor progress and amend state testing decisions when appropriate. (AA 4)</p> <p>Strategy's Expected Result/Impact: In class support data tracking sheet Staff Responsible for Monitoring: In class support teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Interventionists and In Class Support teachers will meet with students and provide interventions in their general education classroom. Teachers along side with interventionists and in class support teachers will work collaboratively to monitor student progress.</p> <p>Strategy's Expected Result/Impact: In class support data tracking sheet Staff Responsible for Monitoring: In class support teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Track the number of minutes students in special education spend in ISS through district provided documentation. (ADMIN)(SPED 4)</p> <p>Strategy's Expected Result/Impact: Administrators, In Class Support teachers, and Behavior Interventionist Staff Responsible for Monitoring: Discipline report data</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: PPCD and Life skills teachers will review student data for both cognitive ability for testing and placement to ensure students are placed in the least restricted environment including possible general education setting for half day. (AA 4)</p> <p>Strategy's Expected Result/Impact: Student placement reports</p> <p>Staff Responsible for Monitoring: PPCD, Life Skills teachers, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Special Education students who meet the criteria will receive Accelerated Instruction based on their needs which includes web based programs and/or face to face intervention.</p> <p>Strategy's Expected Result/Impact: STAAR progress measure</p> <p>Staff Responsible for Monitoring: In class support teachers, classroom teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: REID Specialist - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Staff will make testing accommodation(ex. text to speech, extended time, content/language supports) decisions based on data and observations.</p> <p>Strategy's Expected Result/Impact: Student performs higher on assessments</p> <p>Staff Responsible for Monitoring: ILT and teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 9: Youens ELL students TELPAS progress rate for the 2022-2023 school year will be at least 10% above target rate.

Evaluation Data Sources: TELPAS scores





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will track data for ELL students. Strategy's Expected Result/Impact: Growth on TELPAS Staff Responsible for Monitoring: ELD interventionist , teachers, and ESL department(SCE funded positions)</p> <p>TEA Priorities: Improve low-performing schools Funding Sources: Elementary Specialist - State Comp Ed (SCE) - \$573,507</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ELD interventionist will intervene with ELL students. Strategy's Expected Result/Impact: Growth on TELPAS Staff Responsible for Monitoring: ELD interventionist</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement SIOP strategies. All new teachers will be SIOP trained. Strategy's Expected Result/Impact: Growth on TELPAS Staff Responsible for Monitoring: ESL department and content coaches</p> <p>TEA Priorities: Improve low-performing schools Funding Sources: Elementary Specialist - State Comp Ed (SCE) - \$573,507</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 10: Coordinated Health Program: By the end of the 2022-2023 school year, our campus will improve overall student health by scoring 70% or higher on the Alief Wellness Survey.

Evaluation Data Sources: Alief Wellness Survey (EOY completion)

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in structured activity though PE, structured recess, Action Based Learning and music class for a minimum of 135 minutes per week. Movement will also be done in the classroom in the form of brain boosters and academic based activities. To ensure the 135 minutes, students will not be pulled from these times for academic interventions. (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Strategy's Expected Result/Impact: 135 minutes per week is met for each students</p> <p>Staff Responsible for Monitoring: PE staff, music teachers, classroom teachers, ABL facilitator</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will have a Wellness/CATCH Committee that meets a minimum of 3 times yearly to ensure that all departments (cafeteria, nurse, classroom teachers, Administration) are involved in promoting wellness. (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Strategy's Expected Result/Impact: Participation from staff in campus wellness activities</p> <p>Staff Responsible for Monitoring: Committee members</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will provide a coordinated school health program (CATCH) for grades K-8 through a variety of methods. Nutrition lessons will be taught in health/tech or physical education classes. (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Strategy's Expected Result/Impact: Students are more informed about nutrition and healthy</p> <p>Staff Responsible for Monitoring: Health/Tech. teachers, Administration team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide a coordinated school health program (CATCH) through a variety of methods. CATCH physical activities will be done in PE classes. (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Strategy's Expected Result/Impact: Students are more active during the school day</p> <p>Staff Responsible for Monitoring: PE teachers, Administration team</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: On the campus, at least 60% of the staff participates in wellness screenings or district sponsored wellness events (FitBit challenges, Wellness portal challenges, flu shots, biometric screening, etc) (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Strategy's Expected Result/Impact: Improve students' academic performance</p> <p>Staff Responsible for Monitoring: Participation from staff in campus wellness activities</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: A campus wide family fitness event will address healthy lifestyles through health check-ups, snack/food samples, and other fitness or wellness activities. (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Strategy's Expected Result/Impact: Families are more engaged and informed about healthy habits and nutrition (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Staff Responsible for Monitoring: CATCH/Wellness Committee members, Administration team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus participates in National School Lunch Week and Breakfast Week. The CATCH/Wellness Committee also works with the cafeteria to plan at least 1 cafeteria activity per semester. (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Strategy's Expected Result/Impact: Students are choosing healthier foods and learning about the good nutrition of the school food program.</p> <p>Staff Responsible for Monitoring: Cafeteria manager, CATCH/Wellness Committee members</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Wellness newsletters will be sent home each 9 weeks for families to learn about wellness initiatives going on at school and some ideas for home. (HPW 1, HPW 2, HPW 3, HPW 8, HPW 10)</p> <p>Strategy's Expected Result/Impact: Families are more informed about healthy activities on campus.</p> <p>Staff Responsible for Monitoring: CATCH/Wellness Committee</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 11: ESF Annual Goal Lever

Cycle 1 Goal(Aug- Nov)

Cycle 2 Goal:(Dec- Feb)

Cycle 3 Goal: (Mar-May)

Cycle 4 Goal: (Jun - Jul)





Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Cycle 1: Youens content team will meet quarterly with grade levels to discuss data and determine instructional decisions that teachers will make based on the data.</p> <p>Strategy's Expected Result/Impact: Teachers will monitor and adjust instruction based on classroom needs.</p> <p>Staff Responsible for Monitoring: Administrators and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Cycle 1: Youens teachers will track student data.</p> <p>Strategy's Expected Result/Impact: Teachers will grow students.</p> <p>Staff Responsible for Monitoring: Administrators and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Cycle 1: Youens teachers will set goals for themselves, their grade level team., and students on assessments.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Administrators and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Cycle 1: Youens teachers will analyze student work and reflect on best practices to make instructional decisions.</p> <p>Strategy's Expected Result/Impact: Student mastery of content</p> <p>Staff Responsible for Monitoring: Administrators and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Cycle 1: Youens content team will meet bi-weekly with administrators to discuss teacher concerns and data. Administration and content team will create an actionable plan for addressing concerns with specific teachers.</p> <p>Strategy's Expected Result/Impact: Teacher growth and student growth</p> <p>Staff Responsible for Monitoring: Youens content team and administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Strategy 6</p> <p>Cycle 1: Youens ESL department/SLE department will meet with teachers during Professional Learning Communities time and planning to share SIOP/instructional strategies to help our ELL students.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: ESL/SLE department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Cycle 2: Youens content team will meet quarterly with grade levels to discuss data and determine instructional decisions that teachers will make based on the data.</p> <p>Strategy's Expected Result/Impact: Teachers will monitor and adjust instruction based on classroom needs.</p> <p>Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Cycle 2: Youens teachers will track student data.</p> <p>Strategy's Expected Result/Impact: Teachers will grow students.</p> <p>Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Cycle 2: Youens teachers will meet with students and set goals for assessments.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Youens teachers will analyze student work and reflect on best practices to make instructional decisions.</p> <p>Strategy's Expected Result/Impact: Student mastery of content</p> <p>Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Cycle 2: Youens content team will meet bi-weekly with administrators to discuss teacher concerns and data. Strategy's Expected Result/Impact: Teacher and student growth Staff Responsible for Monitoring: Content and Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Cycle 2: Youens ESL department/SLE department will meet with teachers during Professional Learning Communities time and planning to share SIOP/Instructional strategies to help our ELL students. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: ESL/SLE department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Cycle 3: Youens content team will meet quarterly with grade levels to discuss data and determine instructional decisions that teachers will make based on the data. Strategy's Expected Result/Impact: Teachers will monitor and adjust instruction based on classroom needs. Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Cycle 3: Youens teachers will track student data. Strategy's Expected Result/Impact: Teachers will grow students. Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 15 Details	Reviews			
<p>Strategy 15: Cycle 3: Youens teachers will meet with students and set goals for assessments.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Cycle 3: Youens teachers will analyze student work and reflect on best practices to make instructional decisions.</p> <p>Strategy's Expected Result/Impact: Student mastery of content</p> <p>Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Cycle 3: Youens teachers will analyze student work samples from small groups in order to show evidence of differentiation and adjustments to instruction.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Admin and content team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 12: HB 3 Early Childhood Literacy and Mathematics(ECLM) Proficiency Goal: Alief ISD will increase the percent of 3rd grade students that score "Meets Grade Level or Above" on STAAR Math.





*See the complete list of student group goal targets in the addendum titled "3rd Grade STAAR Reading and Math 5-year Goal Targets by Student Groups"

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will be at least at the 2023 baseline

HB3 Goal

Evaluation Data Sources: STAAR Math 3rd grade data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use screeners and assessment data to plan targeted small group instruction. Strategy's Expected Result/Impact: Accelerated learning and academic achievement Staff Responsible for Monitoring: Admin, content coaches, and classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math coach will provide coaching to teachers to refine first line instruction during planning, PLCs, and one on one meetings based on campus walkthroughs using Get Better Faster waterall. Strategy's Expected Result/Impact: Improved first line instruction Staff Responsible for Monitoring: Admin and content coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will identify students who will receive targeted instruction based on multiple sources of data. Strategy's Expected Result/Impact: Accelerated learning and academic achievement Staff Responsible for Monitoring: Admin, content coach, interventionists, and instructional paras</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Grade level teachers will attend professional development that will grow their teacher capacity.</p> <p>Strategy's Expected Result/Impact: Student and teacher growth</p> <p>Staff Responsible for Monitoring: Content coach and admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will communicate with parents regarding current unit of study.</p> <p>Strategy's Expected Result/Impact: Parent involvement</p> <p>Staff Responsible for Monitoring: Teachers and content specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 13: HB 3 Early Childhood Literacy and Mathematics(ECLM) Proficiency Goal: Alief ISD will increase the percent of 3rd grade students that score "Meets Grade Level or Above" on STAAR Math.





*See the complete list of student group goal targets in the addendum titled "3rd Grade STAAR Reading and Math 5-year Goal Targets by Student Groups"

By May 2023, the percent of 2nd graders that score "mid-on" or higher on iReady EOY diagnostic will be at least the 2023 baseline .

HB3 Goal

Evaluation Data Sources: iReady data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use screeners and assessment data to plan targeted small group instruction. Strategy's Expected Result/Impact: Accelerated learning and academic achievement Staff Responsible for Monitoring: Admin, content coach, and classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math coach will provide coaching to teachers to refine first line instruction during planning, PLCs, and one on one meetings based on campus walkthroughs using Get Better Faster waterfall. Strategy's Expected Result/Impact: Improved first line instruction Staff Responsible for Monitoring: Admin and content coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will identify students who will receive targeted instruction based on multiple data sources. Strategy's Expected Result/Impact: Accelerated learning and academic achievement Staff Responsible for Monitoring: Admin, content coach, interventionists, and instructional paras</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Grade level teachers will attend professional development that will grow their teacher capacity.</p> <p>Strategy's Expected Result/Impact: Student and teacher growth</p> <p>Staff Responsible for Monitoring: Admin and content coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will communicate with parents regarding current unit of study.</p> <p>Strategy's Expected Result/Impact: Parent involvement</p> <p>Staff Responsible for Monitoring: Teachers and content specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 14: HB 3 Early Childhood Literacy and Mathematics(ECLM) Proficiency Goal: Alief ISD will increase the percent of 3rd grade students that score "Meets Grade Level or Above" on STAAR Math.





*See the complete list of student group goal targets in the addendum titled "3rd Grade STAAR Reading and Math 5-year Goal Targets by Student Groups"

By May 2023, the percent of 1st graders that score "mid-on" or higher on iReady EOY diagnostic will be at least the 2023 baseline of .

HB3 Goal

Evaluation Data Sources: iReady data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use screeners and assessment data to plan targeted small group instruction. Strategy's Expected Result/Impact: Accelerated learning and academic achievement Staff Responsible for Monitoring: Admin, content coach, and classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math coach will provide coaching to teachers to refine first line instruction during planning, PLCs, and one on one coaching meetings based on campus walkthroughs using Get Better Faster waterfall. Strategy's Expected Result/Impact: Improved first line instruction Staff Responsible for Monitoring: Admin and content coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will identify students who will receive targeted instruction based on multiple sources of data. Strategy's Expected Result/Impact: Accelerated learning and academic achievement Staff Responsible for Monitoring: Admin, content coach, interventionists, and instructional paras</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Grade level teachers will attend professional development that will grow their teacher capacity.</p> <p>Strategy's Expected Result/Impact: Student and teacher growth</p> <p>Staff Responsible for Monitoring: Admin and content coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will communicate with parents regarding current unit of study.</p> <p>Strategy's Expected Result/Impact: Parent involvement</p> <p>Staff Responsible for Monitoring: Teachers and content specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 15: HB 3 Early Childhood Literacy and Mathematics(ECLM) Proficiency Goal: Alief ISD will increase the percent of 3rd grade students that score "Meets Grade Level or Above" on STAAR Math.





*See the complete list of student group goal targets in the addendum titled "3rd Grade STAAR Reading and Math 5-year Goal Targets by Student Groups"

By May 2023, the percent of kindergarteners that score "mid-on" or higher on iReady EOY diagnostic will be at least the 2023 baseline .

HB3 Goal

Evaluation Data Sources: iReady data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use screeners and assessment data to plan targeted small group instruction. Strategy's Expected Result/Impact: Accelerated learning and academic achievement Staff Responsible for Monitoring: Admin, content coach, and classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math coach will provide coaching to teachers to refine first line instruction during planning, PLCs, and one on one meetings based on campus walkthroughs using Get Better Faster waterfall. Strategy's Expected Result/Impact: Improved first line instruction Staff Responsible for Monitoring: Admin and content coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will identify students who will receive targeted instruction based on multiple sources of data. Strategy's Expected Result/Impact: Accelerated learning and academic achievement Staff Responsible for Monitoring: Admin, content coach, interventionists, and instructional paras</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Grade level teachers will attend professional development that will grow their teacher capacity.</p> <p>Strategy's Expected Result/Impact: Student and teacher growth</p> <p>Staff Responsible for Monitoring: Admin and content coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 5</p> <p>Teachers will communicate with parents regarding current unit of study.</p> <p>Strategy's Expected Result/Impact: Parent involvement</p> <p>Staff Responsible for Monitoring: Teachers and content specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 16: HB 3 Early Childhood Literacy and Mathematics (ECLM) Proficiency Goal: Alief ISD will increase the percent of 3rd grade students that score "Meets Grade Level or Above" on STAAR Reading *.

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Reading will be at least at the 2023 baseline .

HB3 Goal

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: ISIP scores for this school year will be based on the level system implemented by Istation during the school year of 2020-2021 where levels 3,4 and 5 together will be the equivalent of former Tier 1 Use BOY Diagnostic assessments,, I-Station, module assessments, and CBA data to plan for small group instruction and intervention groups as soon as possible. Data talks on ISIP and Module Assessments during PLC to guide instruction and determine interventions.</p> <p>Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Our goal is to track, monitor, intervene, and accelerate student learning to fill in Covid-19 related regression or gaps.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - State Comp Ed (SCE), - ESSER III - \$118,324</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review cells are empty			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 17: HB 3 Early Childhood Literacy and Mathematics (ECLM) Proficiency Goal: Alief ISD will increase the percent of 3rd grade students that score "Meets Grade Level or Above" on STAAR Reading *.





*See the complete list of student group goal targets in the addendum titled "3rd Grade STAAR Reading and Math 5-year Goal Targets by Student Groups."

ECLM Reading Goal Progress Measure 1:

English- By May 2023, the percent of 2nd graders that score "tier 1" on Istation will be at least at the 2023 baseline of .

Spanish- By May 2023, the percent of 2nd graders that score "tier 1" on Spanish Istation will be at least at the 2023 baseline of .

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: ISIP scores for this school year will be based on the level system implemented by Istation during the school year of 2020-2021 where levels 3,4 and 5 together will be the equivalent of former Tier 1 Use BOY Diagnostic assessments, I-Station, module assessments, and CBA data to plan for small group instruction and intervention groups as soon as possible. Data talks on ISIP and Module Assessments during PLC to guide instruction and determine interventions. Strategy's Expected Result/Impact: Our goal is to track, monitor, intervene, and accelerate student learning to fill in Covid-19 related regression or gaps. Staff Responsible for Monitoring: Principal, ELA Specialists and ILT team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 18: HB 3 Early Childhood Literacy and Mathematics (ECLM) Proficiency Goal: Alief ISD will increase the percent of 3rd grade students that score "Meets Grade Level or Above" on STAAR Reading *.





*See the complete list of student group goal targets in the addendum titled "3rd Grade STAAR Reading and Math 5-year Goal Targets by Student Groups.

ECLM Reading Goal Progress Measure 2:

English- By May 2023, the percent of 1st graders that score "tier 1" on Istation will be at least at the 2023 baseline of.

Spanish- By May 2023, the percent of 1st graders that score "tier 1" on Spanish IStation will be at least at the 2023 baseline of .

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: ISIP scores for this school year will be based on the level system implemented by Istation during the school year of 2020-2021 where levels 3,4 and 5 together will be the equivalent of former Tier 1 Use BOY Diagnostic assessments, I-Station, module assessments, and CBA data to plan for small group instruction and intervention groups as soon as possible. Data talks on ISIP and Module Assessments during PLC to guide instruction and determine interventions. Strategy's Expected Result/Impact: Our goal is to track, monitor, intervene, and accelerate student learning to fill in Covid-19 related regression or gaps. Staff Responsible for Monitoring: Principal, ELA Specialists and ILT team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 19: HB 3 Early Childhood Literacy and Mathematics (ECLM) Proficiency Goal: Alief ISD will increase the percent of 3rd grade students that score "Meets Grade Level or Above" on STAAR Reading *.





*See the complete list of student group goal targets in the addendum titled "3rd Grade STAAR Reading and Math 5-year Goal Targets by Student Groups.

ECLM Reading Goal Progress Measure 3:

English- By May 2023, the percent of kindergartners that score "tier 1" on Istation will be at least at the 2023 baseline of

Spanish- By May 2023, the percent of kindergartners that score "tier 1" on Spanish Istation will be at least at the 2023 baseline of

HB3 Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: ISIP scores for this school year will be based on the level system implemented by Istation during the school year of 2020-2021 where levels 3,4 and 5 together will be the equivalent of former Tier 1 Use BOY Diagnostic assessments, I-Station, module assessments, and teacher observations and anecdotal notes, to plan for small group instruction and intervention groups as soon as possible. Data talks on ISIP and BOY Diagnostic assessments during PLC to guide instruction and determine interventions. Strategy's Expected Result/Impact: Our goal is to track, monitor, intervene, and accelerate student learning to fill in Covid-19 related regression or gaps. Staff Responsible for Monitoring: Principal, ELA Specialists and ILT team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - ESSER III - \$118,324, - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Campus will improve student preparation for college and career.

Performance Objective 1: During the 2022-2023 school year, 100% of Youens students will be exposed to post secondary education weekly to increase their awareness of colleges and universities they can attend in the future.

Evaluation Data Sources: Weekly college presentations teachers do





Strategy 1 Details	Reviews			
<p>Strategy 1: Youens Elementary will encourage and implement the ideas of acquiring a higher education by celebrating district-wide and school-wide "College Week" (Awaiting district designated date for this event) (AVID 5)</p> <p>Strategy's Expected Result/Impact: 100% staff participation on Wednesdays. Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Every teacher will adopt a college or university to promote during the school year. Each teacher will create a college display and post it outside the classroom. The teachers college board will be highlighted and presented during morning announcements by the class who is doing morning announcements for that week. (AVID 5)</p> <p>Strategy's Expected Result/Impact: Classroom walk throughs Staff Responsible for Monitoring: Grade level teachers, counselors, and Administrators.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Youens Staff will promote colleges and universities by wearing a college/university T-shirt on our weekly College Day. 100 % of all teachers will engage in college-talk to briefly discuss college highlights, location, admission requirements, and other relevant information. (avid 5)</p> <p>Strategy's Expected Result/Impact: 100 % staff participation on Wednesdays. Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of Fourth and Fifth grade students will participate in college visits to Rice University on Nov. 1-3, 2021. (AVID 4)(AIVD 5)</p> <p>Strategy's Expected Result/Impact: Students will also create vision boards, explaining what they hope to become in the future.</p> <p>Staff Responsible for Monitoring: 4th - 5th grade teachers, counselors</p> <p>Funding Sources: local - Title I - \$2,249</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Youens will have "Career Days" during the week of January 18th-21st. Career days will embed different presenters, CTE students, and aquarium career program throughout the week. (AVID 5)</p> <p>Strategy's Expected Result/Impact: Participation in weekly college awareness day, career week participation.</p> <p>Staff Responsible for Monitoring: Counselors and teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: GT coordinators will meet with GT students to complete at least one project focused on promoting higher level thinking and use of technology to prepare them for a higher education and meet their needs. (AVID 5)(GTAP 4)</p> <p>Strategy's Expected Result/Impact: GT projects</p> <p>Staff Responsible for Monitoring: Content Specialist</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Youens will welcome presentations that are aligned with careers in the STEM during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Awareness of STEM careers</p> <p>Staff Responsible for Monitoring: Administrators, counselors, and specialists</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Campus will improve student preparation for college and career.

Performance Objective 2: Youens Elementary teachers and students will utilize Clear Touch software across content areas.

Evaluation Data Sources: Students mastering Tech competencies.

Strategy 1 Details	Reviews			
<p>Strategy 1: The technology coach will meet and plan with content coaches to integrate discussions in curriculum through Schoology. (TEC 6)</p> <p>Strategy's Expected Result/Impact: Technology competency mastery(Level 1-Level 5)</p> <p>Student competency mastery</p> <p>Staff Responsible for Monitoring: Technology coach, content coaches, and Technology committee</p> <p>Funding Sources: Technology equipment - Title I - \$32,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will demonstrate mastery of the 21st century skills of information and communication literacy through assessment of Technology Applications, TEKS objectives through Social Studies, Math and Science. (TEC 6)</p> <p>Strategy's Expected Result/Impact: Student technology projects, District End of Year reports</p> <p>Staff Responsible for Monitoring: Grade level teachers, Technology committee, Technology coach, Technology skills teacher</p> <p>Funding Sources: Technology software - Title I - \$6,000, Technology aide - State Comp Ed (SCE) - \$396,959</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Campus will maintain a safe and orderly environment.

Performance Objective 1: For the 2022-2023 school year, Youens will decrease discipline referrals by 5%.

Evaluation Data Sources: Campus discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Character: 100 % of our students will work to improve their character and ability to make wise decisions through implementation of the character strong curriculum and direct student centered activities including Character Development PLC Initiative, SAP groups, CIS and counselor groups, Red Ribbon Week, Kindness Week, Super Friends (2nd) and other behavior incentives that will continue through out the 2021-2022 school year. (PASS 13)(SAP 4)</p> <p>Strategy's Expected Result/Impact: Guidance lessons from counselors, Superheroes of Character(tied to Character traits, monthly), trait character promotion by teachers and staff and on announcements.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Behavior interventionist(SCE funded positions)</p> <p>Funding Sources: Behavior Intervention/Office - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student Responsibility: We will work to increase the level of student responsibility in educating them on how to be safe and responsible citizens, through student groups such as Safety Patrol, boys and girls clubs, and other student groups, SAP and counseling groups, Self Reflection, Character lessons, Caught Red Handed, and Learning Together (some programs may be affected by Covid guidelines). (PASS 13)(SAP 4)</p> <p>Strategy's Expected Result/Impact: Youens Discipline Plan, Gator Aid Meeting minutes, CHAMP's Procedures, Safety Patrol, Boy/Girls Club School Projects, Caught Red Handed.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Behavior interventionist, and teachers</p> <p>Funding Sources: Behavior Intervention/Office - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Student Self-Esteem: We will work to build 100% of students level of self-esteem and self-respect by providing them with opportunities to build self awareness throughout the year. For example, Student Assistance Program (SAP), PALS, and Mentoring, 4th and 5th Boys/Girls Club, Counseling Groups, CIS Groups, Leader in Me, and data tracking sheets. (PASS 13)(SAP 4)</p> <p>Strategy's Expected Result/Impact: SAP/Mentoring volunteer Hours.</p> <p>Staff Responsible for Monitoring: SAP teachers, Mentors, Counselors, CIS, Administrators, PALS, Block team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Assistant Principals will track the number of Special Education students placed in ISS. (SPED 4)</p> <p>Strategy's Expected Result/Impact: Discipline reports</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist(SCE funded positions)</p> <p>Funding Sources: Behavior interventionist - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: By June 2022 discipline offenses in PATS will decrease Level 1 by 5%. We will do this through: staff trainings, guidance lessons that define bullying with students, conflict resolution counseling as needed, Red Ribbon Week, No Place for Hate, AIMS Empower to Defend presentation for 5th grade, Super Friends for 2nd Grade,Campus Wide Kindness Week (February), and other character strong implementation. (PASS 13)(PASS 1)(PASS 8)</p> <p>Strategy's Expected Result/Impact: Decrease discipline offenses</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist</p> <p>Funding Sources: Behavior Intervention/Office - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: By June 2022 discipline offences in Insubordination will decrease by 10%. We will do this through: CHAMPS, Leader in Me, and Super Friends for 2nd grade, PALS Program (1st, 2nd, Life Skills, PreK, and PPCD. Mentor Programs (SAP, AIMS, Empower to Defend presentation for 5th grade, Red Ribbon Week,</p>	Formative			Summative
	Oct	Jan	Mar	June


Campus Wide Kindness Week (February), and character building programs.
(PASS 1)(SAP 4)


Strategy's Expected Result/Impact: Discipline offences will decrease.


Staff Responsible for Monitoring: Counselors, Administration, Behavior interventionist and Teachers

Funding Sources: Behavior intervention/Office, PK Aide and Kindergarten Aide - State Comp Ed (SCE)

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 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Campus will maintain a safe and orderly environment.

Performance Objective 2: For the 2022-2023 school year, Youens will maintain an Average Daily Attendance Rate of 97%.





Evaluation Data Sources: ESP Attendance Reports, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance Education: We will educate 100 % of students and parents on the importance of regular school attendance and punctuality through various methods and incentives (i.e. Perfect Attendance Recognition, school newsletters, daily announcements. .(A 3)(FAME 1)</p> <p>Strategy's Expected Result/Impact: ESP Reports, school newsletters</p> <p>Staff Responsible for Monitoring: Administrator, Attendance clerk, Parent center liason</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Campus will maintain a safe and orderly environment.

Performance Objective 3: For the 2022-2023 school year, Youens will be 100% in compliance with the policy of no unauthorized persons in the building. This will be accomplished by verifying staff are trained in policy of requiring ID of any adult when on campus at all times.





Evaluation Data Sources: Safety Audit

Strategy 1 Details	Reviews			
<p>Strategy 1: Raptor: We will require 100% of all campus visitors and staff to check in everyday at the front office using the Raptor System (background check). (PASS 13)</p> <p>Strategy's Expected Result/Impact: Raptor Sign-in Log Staff Responsible for Monitoring: Front Office Staff, Administration, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ID: We will require 100% of all students and district staff to wear the ID's provided by the district or school. (PASS 13)</p> <p>Strategy's Expected Result/Impact: All staff, students and district visitors will wear and show their ID's. Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Keyless Entry: All doors except for the Front Office doors will remain locked during school hours. School Staff can enter through all other designated doors using their keyless entry key. (PASS 13)</p> <p>Strategy's Expected Result/Impact: Use of Keyless entry keys Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Campus will maintain a safe and orderly environment.

Performance Objective 4: For the 2022-2023 school year, 100% of staff/ students will be trained on internet safety in compliance with district expectations (AUP and RUP).





Evaluation Data Sources: Internet History Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Internet training will take place during the months of August, September, and October. They will be provided throughout the year as needed. (TEC 6)(TEC 7)</p> <p>Strategy's Expected Result/Impact: Monitoring of internet history Staff Responsible for Monitoring: All classroom teachers and Technology coach</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100 % of all staff/students will review Internet safety. All students will be made aware of Alief's Internet safety policy. (TEC 8)</p> <p>Strategy's Expected Result/Impact: Handbook training form Staff Responsible for Monitoring: All classroom teachers, Tech Block teacher & Technology coach</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Campus will maintain a safe and orderly environment.

Performance Objective 5: Within the 2022-2023 school year, 95% of Youens 4th and 5th grade students will travel to intermediate and middle school campuses to receive special presentations from the campus the student will be transitioning to (or participate virtually if presentations are virtual due to Covid guidelines).

Evaluation Data Sources: ESP Transition List and Enrollment Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will schedule campus visits and campus presentations for all 4th, 5th grade and life skill students to encourage positive interactions, and ease of grade level transitions (Field trip to intermediate campus or intermediate presentation on campus). Youens will plan a Pre-K/Kinder orientation night in the Spring to welcome the upcoming Pre-K and Kinder students for the following year. Parents will be able to tour the classrooms and learn about some activities their children will be doing. (FAME 2)</p> <p>Strategy's Expected Result/Impact: Group meetings, enrollment reports Staff Responsible for Monitoring: Administrators, Counselor, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Campus will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: For the 2022-2023 school year, 100% of newly hired and current personnel will participate in monthly activities to promote professional growth, school collaboration, and staff morale.

Evaluation Data Sources: Youens Calendar, New teacher meeting sign in sheets, PLC and PD sign in sheets, mentor documentation, staff newsletters, staff morale activity documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Growth: Staff members will be given the opportunity to grow professionally by actively participating in: professional development sessions, book studies, staff meetings, curriculum meetings, mentoring programs, video conferencing, webinars, model teaching, and conferences, as well as provide teachers/staff with reflective feedback from informal and formal walk-throughs and T-TESS. (PD 1)</p> <p>Strategy's Expected Result/Impact: Student performance and observation of teacher instructional delivery and productivity. Staff development hours completed by staff, attendance/minutes from meetings, attendance/minutes from meetings, and the % of staff members attending events</p> <p>Staff Responsible for Monitoring: Instructional leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Professional development-teachers - Title I - \$14,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: School Collaboration: Grade level, vertical, and campus teams will collaborate through PLC, team planning, staff meetings, committee meetings, and use of Schoology. (PD 2)</p> <p>Strategy's Expected Result/Impact: Student performance and observation of teacher instructional delivery and productivity. Staff development hours completed by staff, attendance/minutes from meetings.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Building Staff Morale: Staff will be informed and encouraged through weekly newsletter, email, Youens HUB, electronic master calendar, district and campus mentoring programs, team-building activities, positive notes and incentives, staff treats, shout-outs, Gators of the week, Pot Lucks, Remind 101, Hospitality committee gifts/events, staff social events, and special passes (jeans, parking, or leave early/come late). (PASS 10)</p> <p>Strategy's Expected Result/Impact: Staff will participate in campus events, share shout-outs weekly, respond to communications sent out, and provide positive feedback on staff survey in spring 2021</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: School climate - Title I - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Campus will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: During the 2022-2023 school year, Youens Elementary leadership team will participate in hiring of 100% of new teachers, verify qualifications, and provide training and support to aid in increasing instructional effectiveness and retention.

Evaluation Data Sources: Get Better Faster framework documents, training agendas, PLC sign-in sheets, new teacher meeting agendas and sign in sheets, mentor documentation, planning agendas related to GBF Framework or other training resources utilized





Strategy 1 Details	Reviews			
<p>Strategy 1: Recruiting Personnel: Content specialists and administrators will have input in the hiring process to recruit personnel that best meets the school's needs. (PASS 9)</p> <p>Strategy's Expected Result/Impact: 100% of new teachers will be hired through a committee made up of administrators and content specialists as appropriate</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Retain Personnel: Provide leadership opportunities to all staff members. Provide opportunities for all staff members to set personal and professional goals and offer support to reach them (T-TESS). Administrators will give specific feedback to staff members about their strengths. (PD 1)</p> <p>Strategy's Expected Result/Impact: 100% of teachers will receive feedback on T-TESS goals and will collaborate with administrators to develop appropriate goals for personal and professional growth; teachers who are working on leadership will develop leadership skills through campus growth opportunities.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Leadership Team</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All Staff will be highly qualified. Research: ESSA (PD 1) Strategy's Expected Result/Impact: 100% of teachers will hold all certifications required to be considered highly qualified. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Campus will continue to build positive relationships with all stakeholders.

Performance Objective 1: For the 2022-2023 school year, Youens content specialists assist in Family Engagement Center 3 times to share ways that parents can support their child at home academically.





Evaluation Data Sources: Documentation of shared activity and number of family members attending.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hosting several family nights: Open House, Family Curriculum Nights, Math Moments and Counselors' Corner in the Family Engagement Center, Talks with Dr. Brixey(principal), District and campus staff facilitating mini workshops for family members in the Family Engagement Center, Digital Literacy, Math, Science, and Reading Nights, Kindergarten Round Up, After School Program Events, and Dual Language Nights. Family members have opportunities to join SDC, FAME, Brighter Bites and Alief Parent Partner Leadership Co-Facilitator training. (FAME 2)</p> <p>Strategy's Expected Result/Impact: The number of family members attending.</p> <p>Staff Responsible for Monitoring: Administrators, Content coaches, Grade Level Teachers, Family Liaison</p> <p>Funding Sources: Elementary Specialist, Instructional Aide - State Comp Ed (SCE) - \$573,507</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Youens will host activities that promote a strong sense of family and community. Such as: Talks with Dr. Brixey(principal), Curriculum Nights, Music Programs, Family Festivals, Collaboration with Rice University(Jumpstart for 3 year olds), Book Fairs, Parent ESL and family development in the Family Engagement Center. Collaboration with community partners such as Hope Clinic. Also, campus and district guest speakers. (FAME 2)</p> <p>Strategy's Expected Result/Impact: The number of family members attending.</p> <p>Staff Responsible for Monitoring: Administrators, Content coaches, Grade Level Teachers, Family Liaison, FAME Committee</p> <p>Funding Sources: Elementary Specialist - State Comp Ed (SCE) - \$573,507</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Campus will continue to build positive relationships with all stakeholders.

Performance Objective 2: Collaboration and Communication: During the 2022-2023 school year, Youens will collaborate and communicate with Youens family members at least once a month through Family Engagement Center or via campus communications and/or events (in person or via zoom depending on Covid guidelines).





Evaluation Data Sources: The number of family members attending (attending zoom platform or face to face when able to return to campus)

Strategy 1 Details	Reviews			
<p>Strategy 1: Youens will inform and collaborate with the community and business partners in a variety of ways. Such as: Gator Family News (smore newsletter), Web Page, Parent-Teacher conferences, Family surveys and feedback, Shared Decision Making Committee, distribution of flyers, Blackboard messages and call outs, flyers sent home, classroom based communications through Schoology, Remind 101, Class Dojo, or other communication methods, and the school marquee. (FAME 2)</p> <p>Strategy's Expected Result/Impact: Documentation from our campus and district Family Engagement, VIPS and community service reports.</p> <p>Staff Responsible for Monitoring: Administrators, Content coaches, Grade Level Teachers, Family Liaison, FAME Committee</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Youens will provide family and community members opportunities to volunteer and increase their learning by participating and volunteering in the Family Engagement Center and participating and volunteering around campus with proper ID (as allowed under Covid guidelines).</p> <p>Strategy's Expected Result/Impact: Tracking of campus and community volunteers.</p> <p>Staff Responsible for Monitoring: Family Liaison, VIPS Coordinator, FAME committee members, administration, counselors</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Youens staff will provide opportunities for parents to engage in academic events or campus community events at least once per month. These events will be structured to be in person or virtual depending on Covid guidelines.</p> <p>Strategy's Expected Result/Impact: Tracking of parent participants.</p> <p>Staff Responsible for Monitoring: Family liaison, FAME, administration, teachers, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Campus will continue to build positive relationships with all stakeholders.

Performance Objective 3: For the 2022-2023 school year, Youens will increase the number of students that are identified through CIS and counselors as needing assistance with services provided through these departments by 10% in comparison to the 2021-2022 school year, in order to meet the needs of all students.

Evaluation Data Sources: The number of family and staff referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Youens will collaborate with student service organizations to help meet student needs. Organizations include but are not limited to: PALS, AISD Uniform Pantry, Delpelchin, and Communities In School. (FAME 2)</p> <p>Strategy's Expected Result/Impact: Students' needs met through campus, community, and student service organizations.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Grade Level Teachers, Family Liaison, Communities in School case manager</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Youens staff will notify counselors if a child becomes homeless and needs assistance. Counselors and CIS personnel will create a plan of action to meet the needs of the student in order for child to remain at school and continue their academics.</p> <p>Strategy's Expected Result/Impact: Students' needs met at the campus level.</p> <p>Staff Responsible for Monitoring: Teachers, registrar, CIS personnel, and counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$118,324.00
1	1	3			\$118,324.00
1	1	5			\$118,324.00
1	2	5			\$118,324.00
1	2	6			\$118,324.00
1	3	1			\$118,324.00
1	3	5			\$118,324.00
1	4	5			\$118,324.00
1	4	6			\$118,324.00
1	5	1			\$118,324.00
1	6	5			\$118,324.00
1	6	6			\$118,324.00
1	12	3			\$118,324.00
1	13	3			\$118,324.00
1	14	3			\$118,324.00
1	15	3			\$118,324.00
1	16	1			\$118,324.00
1	17	1			\$118,324.00
1	18	1			\$118,324.00
1	19	1			\$118,324.00
Sub-Total					\$2,366,480.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	local		\$2,249.00
2	2	1	Technology equipment		\$32,000.00
2	2	2	Technology software		\$6,000.00
4	1	1	Professional development-teachers		\$14,500.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	School climate		\$1,000.00
Sub-Total					\$55,749.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
1	7	1			\$0.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2			\$0.00
1	7	3			\$0.00
1	8	2			\$0.00
1	8	5	REID Specialist		\$0.00
1	9	1	Elementary Specialist		\$573,507.00
1	9	3	Elementary Specialist		\$573,507.00
1	12	1			\$0.00
1	12	3			\$0.00
1	13	1			\$0.00
1	13	3			\$0.00
1	14	3			\$0.00
1	15	3			\$0.00
1	16	1			\$0.00
1	17	1			\$0.00
1	18	1			\$0.00
1	19	1			\$0.00
2	2	2	Technology aide		\$396,959.00
3	1	1	Behavior Intervention/Office		\$0.00
3	1	2	Behavior Intervention/Office		\$0.00
3	1	4	Behavior interventionist		\$0.00
3	1	5	Behavior Intervention/Office		\$0.00
3	1	6	Behavior intervention/Office, PK Aide and Kindergarten Aide		\$0.00
4	2	1			\$0.00
5	1	1	Elementary Specialist, Instructional Aide		\$573,507.00
5	1	2	Elementary Specialist		\$573,507.00
Sub-Total					\$2,690,987.00