

Killeen Independent School District

Cedar Valley Elementary School

2024-2025

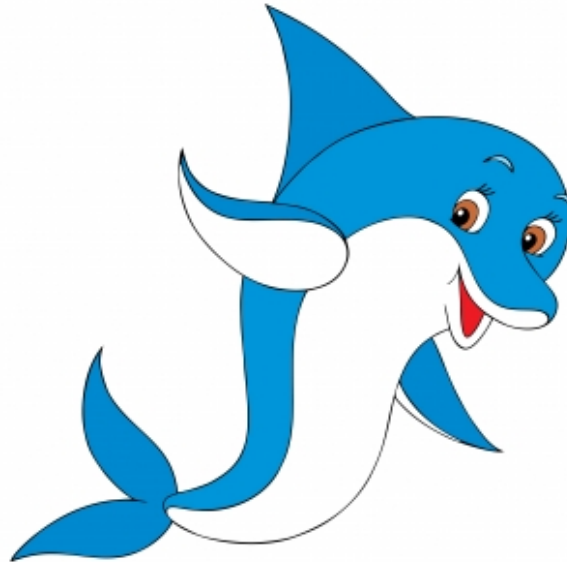


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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Success

Student Success Summary

Demographics

Cedar Valley is a Title I School wide campus with 100% of our students qualifying for free and reduced lunch. As a Title I school, additional resources are provided to help us improve the educational program of the entire school. How we use those funds is outlined in our Campus Improvement Plan.

Grade Level Breakdown:

49 - PreK Students

100 - Kindergarten Students

95- 1st Grade Students

82 - 2nd Grade Students

94 - 3rd Grade Students

100 - 4th Grade Students

84 - 5th Grade Students

Ethnicity: (percents and number of students)

0.33% - American Indian or Alaskan Native: (2 students)

1.32% - Asian: (8 students)

33.72% - Black or African American: (204 students)

15.70% - White: (95 students)

34.71% - Hispanic/Latino: (210 students)

12.23% - 2 or More Races: (74 students)

1.38% - Hawaiian/Pacific Islander (12 students)

Gender: (percents and number of students)

46.78% - Female: (283 students)

53.22% - Male: (322 students)

Special Populations:

3.31% - Gifted and Talented: (20 students)

8.93% - EB/EL: (54 students)

22.64% - Special Education: (137 students)

38.35% - At Risk: (232 students)
 7.60% - 504 Services: (46 students)

2023-2024 Military-Connected - 44.78%

Goal 1: Pathways for All students to build connections

Clubs and Organizations: Science Olympiad, Good News Club, Choir, Art Club, Step team, Battle of the Books, Student Ambassadors.

Community Connections: Little Dolphins Early Literacy Club, Dance Extravaganza, Step team Dance, Freedom Walk, Kindergarten Hat Parade, and Hispanic Heritage Program, Career Day, Meet the Teacher, ESL and Dyslexia Nights, Semester Awards, Book Fairs, Volunteer Training, 5th grade Celebration, Field Day.

Academic Family Events: STEAM night, Open House, Math Night, Reading Night, Parent Teacher Conferences, STAAR family meeting, Academic Awards (1st & 2nd Semester), Kindergarten ABC Fashion Show, Kindergarten Hat Parade, Gifted and Talented Showcase;

Field Based Learning

School wide behavior incentives and cultural routines : Students earned dolphin dollars for an incentive at the end of each semester. Semester character trait award winners. Students receive award for MAP growth, Treatment Agreements, Morning Circle

Student Discipline Data from 2023-2024

	African American	Hispanic	White	Asian	Two or More Races	Total	Percentage
# of Referrals	14	10	25	3	22	74	
Boys	12	10	25	3	20	70	95%
Girls	2	0	0	0	2	4	5%

Discipline Action	Total Count
Lunch Detention	8
<i>In School Suspension (ISS)</i>	<i>19 Full Day, 27 Partial Day</i>
<i>Out of School Suspension (OSS)</i>	2
<i>Opportunity to Comply</i>	7
<i>DAEP</i>	1

2022-2023 total 144 referrals for Cedar Valley as of 5-25-23

2023-2024 total 74 referrals for Cedar Valley as of 5-23-24

Military Connections : MFLAC groups, Purple STAR applicant, Adopt A Unit Volunteers, Student Ambassadors,

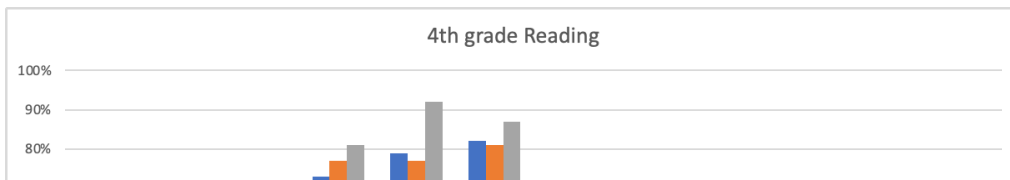
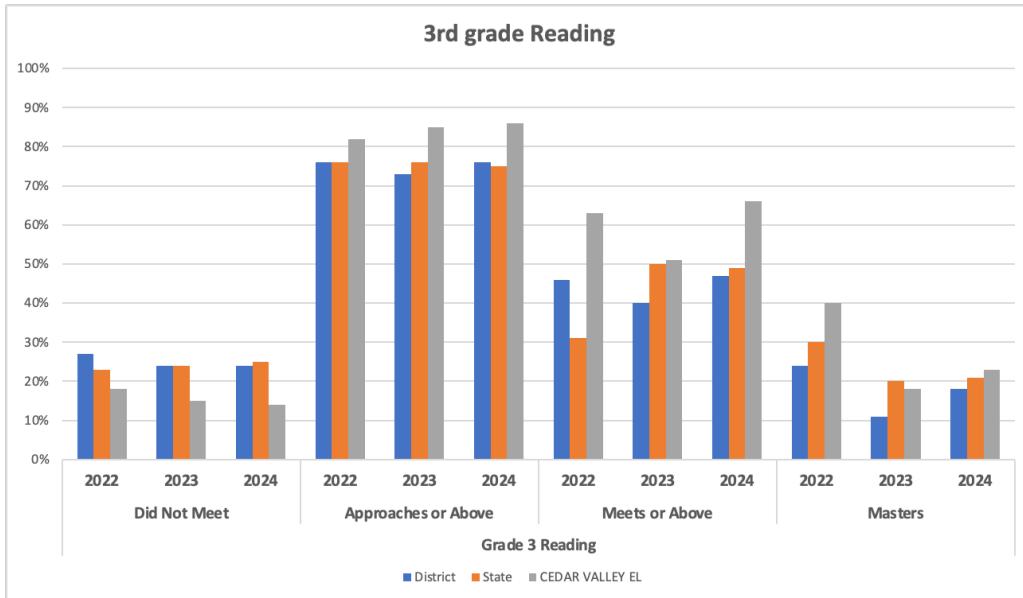
Attendance:

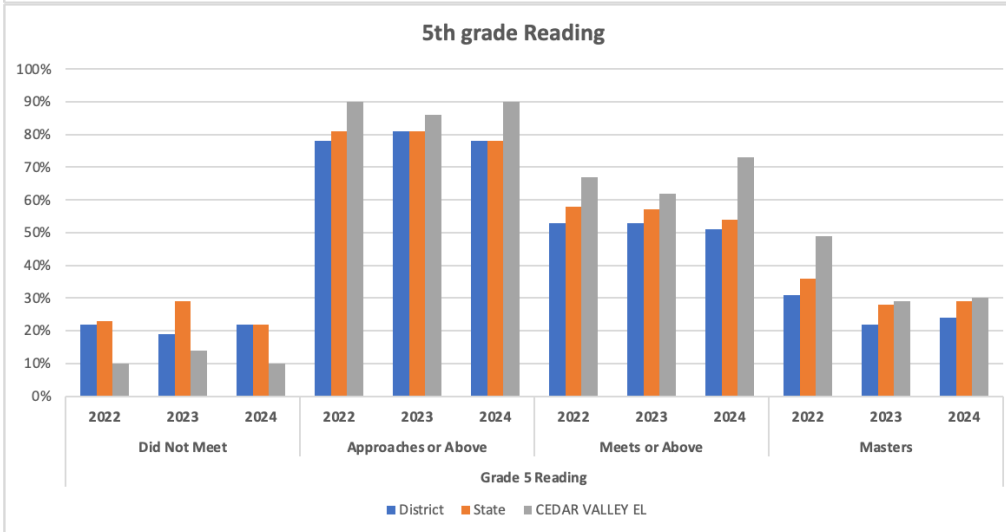
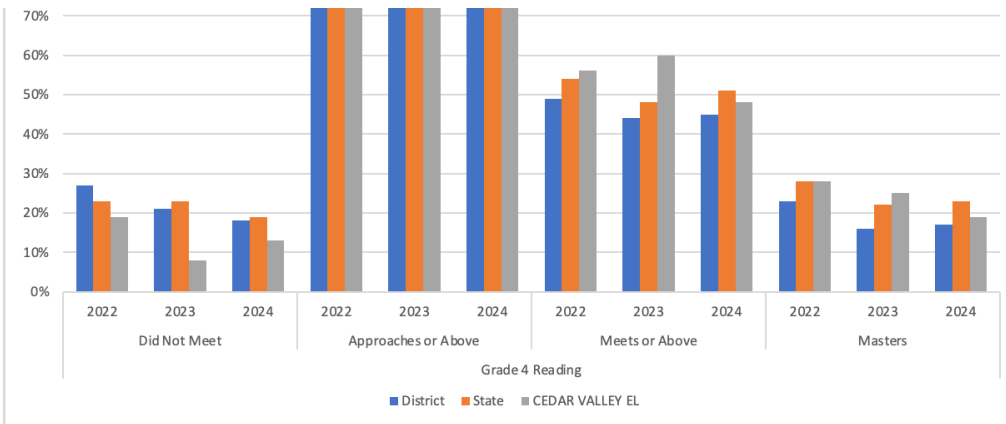
- 21-22: 93%
- 22-23: 94.50%
- 23-24: 92.81%

During the 2023-2024 school year we had 5,278 tardies. This number is up from the 2022-2023 (4427 tardies). We will continue implementing our campus tardy and attendance policy with fidelity.

Goal 2: All student meet or exceed the Texas grade level standards in reading and writing

Reading STAAR Data 3rd-5th





STAAR Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)	4th Grade	ECR Average Scores (out of 10 points total)	5th Grade	ECR Average Scores (out of 10 points total)
State	2.82	State	3.87	State	2.75
District	2.46	District	3.25	District	2.52
Cedar Valley	3.13	Cedar Valley	3.63	Cedar Valley	2.5

Reading MAP Data Kinder-5th

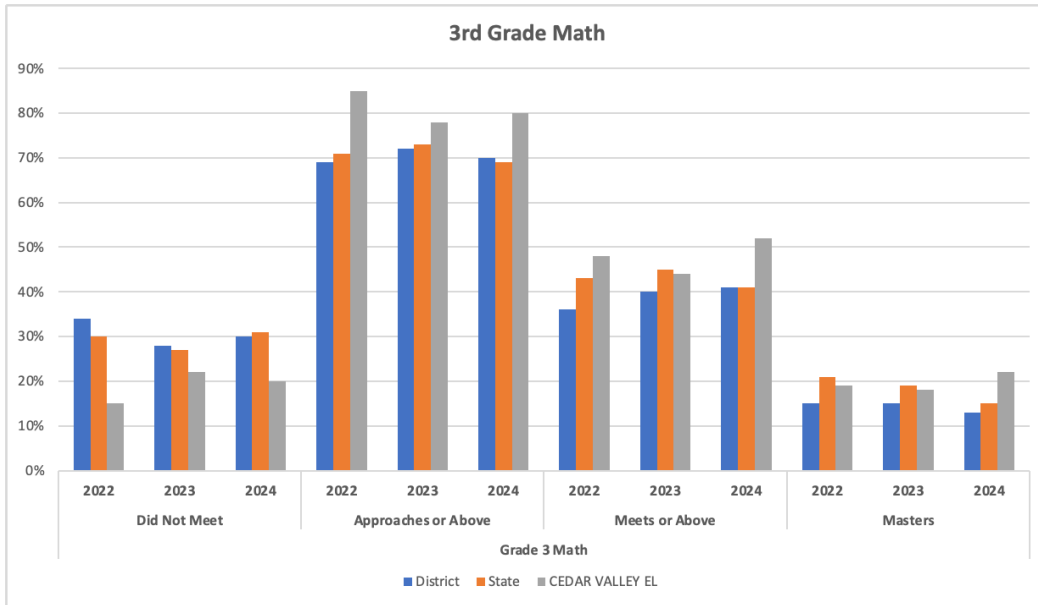
Grade	2023			2024		
	Students At or Above District Grade-Level Mean RIT	Students At or Above Grade-Level Mean RIT	Percentage of Students Who Met Growth Projection	Students At or Above District Grade-Level Mean RIT	Students At or Above Grade-Level Mean RIT	Percentage of Students Who Met Growth Projection
Kinder	56%	50%	41%	55%	55%	54%
1st	51%	43%	50%	51%	44%	27%
2nd	70%	70%	78%	69%	65%	56%
3rd	65%	64%	65%	71%	71%	61%
4th	80%	80%	68%	66%	63%	52%
5th	57%	57%	63%	70%	67%	43%

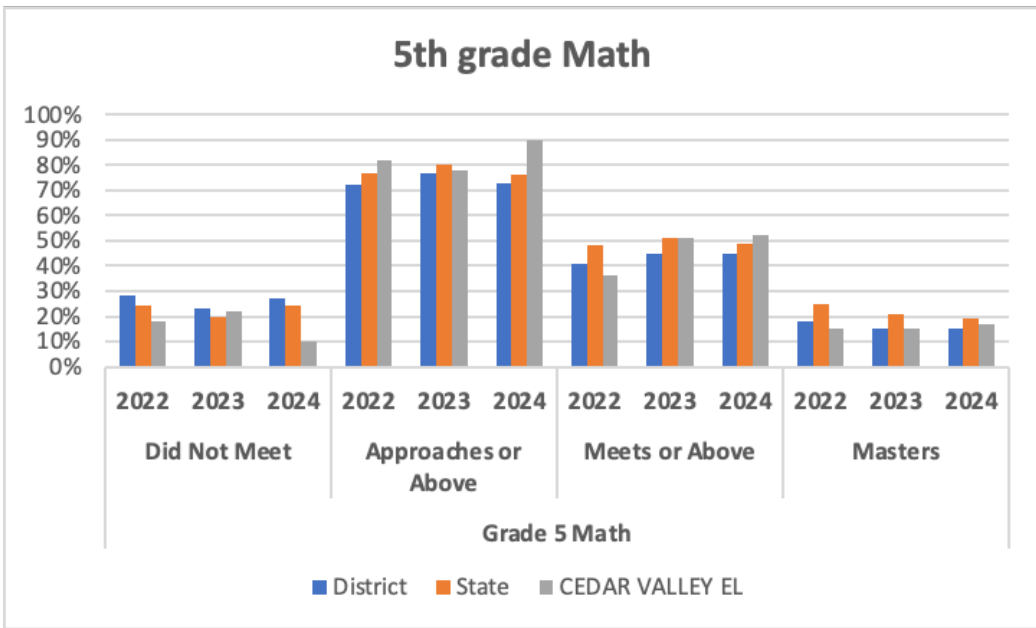
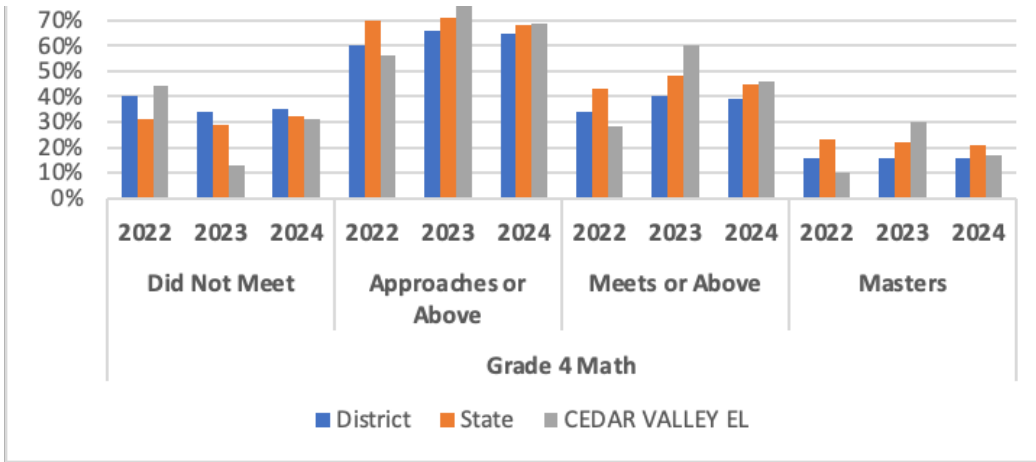
Pre-K Reading Circle Data

	Rapid Vocabulary OVERALL	Phonological Awareness OVERALL
Wave 1	60%	87%
Wave 2	85%	85%
Wave 3	88%	90%

Goal 3: All student meet or exceed the Texas grade level standards in math

Math STAAR Data 3rd-5th





Math MAP Data Kinder-5th

Grade	2023			2024		
	Students At or Above District Grade-Level Mean RIT	Students At or Above Grade-Level Mean RIT	Percentage of Students Who Met Growth Projection	Students At or Above District Grade-Level Mean RIT	Students At or Above Grade-Level Mean RIT	Percentage of Students Who Met Growth Projection
Kinder	56%	56%	43%	52%	60%	52%
1st	56%	49%	56%	56%	52%	44%
2nd	68%	56%	61%	70%	59%	63%
3rd	66%	62%	68%	74%	74%	70%
4th	73%	70%	52%	70%	68%	61%
5th	63%	55%	47%	65%	60%	44%

Pre-K Math Circle Data

	Math OVERALL
Wave 1	85%
Wave 2	90%
Wave 3	90%

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

- At Risk students are monitored and tracked
- RtI is implemented with fidelity and additional assessments are requested if needed
- End of Year grade committee review
- Campus Career Day

Student Success Strengths

Goal 1: Pathways for All students to build connections

The following have been identified as strengths in the area of Family and Community Engagement

- Cedar Valley offers many parent and family engagement events.
- The Cedar Valley SBDM consists of a parent, a community, and a business member.
- Parents that come to eat lunch with their child are provided a "family dining table" so that they may enjoy their child and meal while at Cedar Valley.
- Cedar Valley made donations to the homeless student program through a campus-wide food drive.
- We provide scholarships to graduating seniors

Behavior Strengths

Cedar Valley had a decrease in behavior referrals from 2022 to 2023 (144 to 74).

Parent Survey

- 100% The school is a supportive and inviting place for students.
- 100% My child feels safe at school.
- 90% My child feels comfortable talking to his/her teacher about problems he/she may be having.
- 90% This school actively encourages parents/guardians to get involved in their children's academic development.
- 100% I have adequate communication with my child's teacher(s).
- 100% The school works to promote my child's social and emotional development.
- 100% Parent/Guardian feedback is considered in the school's decision-making
- 100% The school is a supportive and inviting place for parents/guardians.
- 100% Adults at this school believe my child can be successful.
- 90% I am satisfied with the leadership provided by the administrative team.
- 100% The school building and grounds are clean and well maintained.
- 100% Academic achievement is appropriately emphasized in this school.
- 100% School Administration and teacher are accessible.
- 100% The atmosphere at this school encourages respect between teachers, students, parents, and administrators
- 90% The school has clear, consistent policies and rules
- 100% School staff demonstrates and communicates expectations to ensure positive climate.

Student Survey

- 84% of enjoy going to school.
- 83% of feels that it is easy to talk with their teachers
- 91% of students feel they can talk to a staff member about something that is..
- 97% of students feel that the adults believe that they can learn.
- 90% of the students feel safe at school
- 90% of students feel that the adults at our campus greet them by name every day.

- 92% of students feel that the adults at our campus care about them.

Goal 2: All student meet or exceed the Texas grade level standards in reading and writing

Campus Strengths

- 3rd grade reading meets or above grew from 51% to 66%.
- 5th grade reading approaches or above grew from 86% to 90%; meets and above grew from 62% to 73%; masters grew from 29% to 30%
- All categories (approaches, meets and masters) grew from the previous year in 3rd and 5th grade reading.
- Kinder-54% met Reading growth goals
- 2nd grade-56% met Reading growth goals
- 3rd grade-61% met Reading growth goals
- 4th grade-52% met Reading growth goals
- PK Phonological Awareness overall was 90%

Goal 3: All student meet or exceed the Texas grade level standards in math

Campus Strengths

- 80% of 3rd grade students were at approaches or above in Math
- 5th grade math approaches or above grew from 78% to 90%
- All categories (approaches, meets and masters) grew from the previous year in 3rd and 5th grade math.
- KG-52% met Math growth goals
- 2nd -63% met Math growth goals
- 3rd-70% met Math growth goals
- 4th -61% met Math growth goals
- 5th-73% met Science growth goals
- PK math overall was 90%

Problem Statements Identifying Student Success Needs

Problem Statement 1: On Reading STAAR, the percentage of 4th grade students in the meets of above category decreased from 58% to 48% from the previous year. **Root Cause:** Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 2: On Math STAAR, the percentage of 4th grade students in the meets of above category decreased from 58% to 46%. **Root Cause:** Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 4: The attendance rate for the 2023-24 school year was 92.8% . Student tardies and early sign out were excessive. **Root Cause:** Inadequate or inefficient systems for tracking attendance and tardies.

Problem Statement 5: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 35% to 24%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels.

Problem Statement 6: According to the 23-24 MAP Growth Data, 56% of our 1st grade students did not meet projected growth in math. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 7: According to the 23-24 MAP Growth Data, 76% of our 1st grade students did not meet projected growth in reading. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 8: There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large and there is a lack of organization of resources

Problem Statement 9: During the 2023-2024 school year we had 5,278 tardies, which was an increase from the previous school year **Root Cause:** Lack of implementation of campus policy related to tardiness.

Problem Statement 10: According to the 23-24 MAP Growth Data, 56% of our 5th grade students did not meet projected growth in math. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions

Problem Statement 11: According to the 23-24 MAP Growth Data, 57% of our 5th grade students did not meet projected growth in reading. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions

Problem Statement 12: In the 2023-2024 school year, students received 95% of our discipline referrals were from our male students.

Problem Statement 13: We are under-identifying gifted learners among our students. Our campus gifted population was 3.31 percent. The district average is 3.2 percent and the state average is 8.2 percent **Root Cause:** There is only one tool for identifying gifted students. Often economically disadvantaged students do not perform well with this one tool; the students' gift is demonstrated in other manners.

Problem Statement 14: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps **Root Cause:** Some learners need extensive scaffolding during instruction and remediation during the intervention block.

Problem Statement 15: Constructed response on the Literacy CUA's throughout the school year demonstrated students struggled to write with complete thoughts and in complete

sentences related to the topic. **Root Cause:** There was inconsistency in writing instruction across the campus.

Problem Statement 16: There is a need to address how to maintain an effective parent volunteer program and retain parent participation throughout the school year. **Root Cause:** Despite the continued support of the admin team, we need focused attention on parent volunteer participation and retention.

Problem Statement 17: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Human Capital

Human Capital Summary

2.1 To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Cedar Valley is dedicated to recruiting and retaining high-quality teachers and instructional assistants. Our staff members are celebrated throughout the school year and receive intentional, specific, and targeted coaching feedback to ensure rigorous instructional delivery for every student. This supportive environment contributes to our consistently high teacher retention rates.

- Staff member of the month
 - Staff shout-out in the Newsletter
- Staff submit weekly shout outs to principal to share in the weekly newsletter
- Staff Christmas party, teacher appreciation, and other themed treat days.

Teacher by Gender

Male: 14.4%

Female: 85.6%

Teachers by Years of Experience	
Years	Percentage
Beginning Teachers	9.20%
1-5 Years	12%
6-10 Years	28%
11-20 Years	33.60%
21-30 Year	14.40%
Over 30 Years	1.90%

Staff retention info

Staff Retention 96% (1 teacher promotion, 2 teachers moved in-district)

2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- Leadership attends job fairs to recruit talented teachers and staff.
- Campus leadership proactively reviews grade-level performance and data to ensure the formation of high-quality teams focused on advancing student achievement.
- Assistant Principals regularly meet with instructional assistants, providing training and tools essential for supporting student success.

- The campus interventionist collaborates closely with intervention aides to analyze data, discuss student needs, and design, plan, and implement effective intervention lessons.
- The administrative team has weekly meetings to ensure that the campus and teams are strategically staffed and are performing effectively to maximize student success.

2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- The Campus Instructional Coach provides individual and group instructional coaching for teachers to enhance classroom instruction for all learners.
- The campus instructional coach and campus instructional specialist will provide instructional coaching and professional development as identified by the campus.
- Campus leadership consistently conducts fidelity walks to ensure best practices in problem solving, phonics, intervention, and instruction are being followed.
- All instructional staff will engage in PLC work and professional development.
- Campus leadership attends and facilitates weekly PLC meetings with all grade levels.
- The instructional leadership team will collaborate with staff during grade level planning, during conference periods, and after school.

2.4 All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- All staff receive annual evaluations. Teachers continue to be appraised using the TTESS evaluation system.
- All staff participate in an annual survey. Cedar Valley continues to strive to cultivate a culture of high expectations and support to all personnel.
- There is a high rate of retention of staff that allows for continued momentum with campus instructional practices and routines.
- Administration will ensure that they are following the district guidelines and give teachers will receive feedback within seven school days.
- Auxiliary Appraisals

Human Capital Strengths

***Over 50% of our teaching staff has ten or more years of experience

*** 30% of our professional staff have advanced degrees.

The following curriculum, instruction, and assessment strengths have been identified based on campus data and survey results:

- Teachers use weekly PLCs to review curriculum and to ensure that the standards are taught at high levels of rigor and complexity.
- Cedar Valley prides itself on training paraprofessionals who aspire to teach. We had two aides hired as teachers for the 24-25 school year in the district.
- Tasks to include formative assessments are reviewed and used to make sure classroom assessments are aligned to the complexity and rigor of the standard.
- Assessment results are reviewed campus-wide and within grade levels each year and following each assessment administration to identify areas of growth and areas that need intervention.
- Students who perform below grade level are provided interventions and/or are invited to attend after school tutoring (Dolphin Hour).
- Students needing RtI are identified during progress tracking meetings.
- Professional development is planned around historically low performing TEKS, assessment results, district initiatives, and requests made by teachers and through teacher goals during their T-TESS conferences/walkthroughs.

Areas of strengths based on data and survey results include in the area of school organization:

- 100% I am treated with respect by staff at this school.
- 94% I feel comfortable going to my administrator with my concerns.
- 94% Administrators support teachers' efforts to maintain discipline in the classrooms.
- 100% I am confident that our safety drills prepare me for a real emergency.
- 94% Believe that our school's safety procedures are sufficient to address potential threats or emergencies.
- 82% Were satisfied with the professional development opportunities provided
- 88% Feel that school policies and procedures are effectively communicated to staff.
- 88% Were satisfied with the communication between administration and staff.
- 88% Feel that they received timely feedback on their teaching practices.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Problem Statement 2: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** Teacher shortage in the State of Texas.

Problem Statement 3: Our goal is to attract and retain high-quality employees who meet our students' academic and emotional needs. **Root Cause:** As teacher retention becomes more complex, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

- 100% of purchases will be aligned with the Campus Improvement Plan.
- Campus leadership collaborates with stakeholders through the Site-Based Decision Making committee, ensuring that resources are in alignment with campus and district goals.
- SBDM progress monitors the use and effectiveness of resources that are located in the campus improvement plan.
- Prioritize budget allocations based on data-driven insights, directing resources to areas with the greatest impact on student achievement.
- Foster collaboration between school leadership, teachers, and district administrators to ensure alignment of resource allocation decisions with district goals.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

- Principal will review financial reports monthly with Principal secretary to complete budget reviews and audits to monitor spending and ensure funds are used efficiently.
- At least six SBDM meeting will be held to discuss budget plans, gather stakeholder input, and address concerns with an agenda being available one hundred percent of the time.
- Share financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need
- 100% of campus educational improvement committee agendas include a finance update including rationale for purchase (SBDM agendas)

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- Ensure that required staff attends training sessions on district policies for staff completing fiscal tasks and making decisions regarding purchases.
- Use newsletters and staff meetings to communicate policy changes and updates regularly.
- Staff, student, and parent engagement surveys are sent to determine the current state of climate and culture.
- The campus will seek input from stakeholders through annual meetings.
- Develop programs to recognize and reward staff and students who exemplify positive contributions to the school culture and climate.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

- Required staff will attend workshops focused on best practices in resource management, including budgeting, procurement, and inventory control.
- The leadership team will make sure that all required staff members are up-to-date on fiscal responsibilities to ensure appropriate use of resources and expenditures.
- Implement systems for monitoring resource use and financial expenditures to ensure alignment with district goals.
- Regularly update staff on the financial status of the campus and any changes in procedures or policies (SBDM).

Financial Stewardship Strengths

Financial Stewardship Strengths

- Strategic planning to purchase items to support student growth.
- Admin will meet monthly with the secretary to review budget.

- Administrators and the campus secretary will collaborate and meet regularly to ensure the campus budget is maximized to address student and staff needs.
- SBDM participated in the formative and summative review of the Campus Improvement Plan and offered suggestions and recommendations for the 24-25 plan.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Staff members did not utilizing the appropriate channels to request supplies and resources. **Root Cause:** Lack of clear communication of the proper procedures or channels for requesting supplies and resources

Problem Statement 2: Various programs have been purchased and staff did not all staff used the product 100%. **Root Cause:** Many programs had not been looked at by staff to see the purpose of the resource which led to teachers not using the resource.

Problem Statement 3: Not all available funds were used to purchase needed items. **Root Cause:** Missed deadlines for spending money.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: As a campus we will implement and monitor Capturing Kid's Hearts in every classroom in order to support the social/emotional well-being of the students. This training will foster relationship building and empower all students to take ownership of their behavior. All grade levels will develop and utilize a Social Contract for their respective PLCs.</p> <p>Progress Measure (Lead): *Campus-wide PD</p> <ul style="list-style-type: none">*Greeting students at the door daily* Building and continuously referring to Social Contracts* Asking the four questions when students are off task* Utilizing the had gestures (T, Check, Foul) <p>Outcome Measure (Lag): Student referrals will decrease by 10% from the previous year.</p> <p>Dates/Timeframes: 2024-2025</p> <p>Staff Responsible for Monitoring: Entire Campus</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 12</p>

Key Strategic Action 2 Details

Key Strategic Action 2: Students at Cedar Valley will have the chance to engage socially with their peers through after-school clubs, fostering friendships, confidence, and communication skills while enhancing their academic abilities. Clubs will include, but are not limited to Choir, Step Team, Leadership Dolphin Club, and Crochet Club.

Progress Measure (Lead): * Student Surveys

Outcome Measure (Lag): Students will enhance their social skills and broaden their knowledge in areas that contribute to a more well-rounded education, leading to a decrease in negative behavior and an increase in positive interactions.

By the end of the 2025 school year, referrals will decrease by 10%

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Instructional team, APs, Principal

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 12

Key Strategic Action 3 Details

Key Strategic Action 3: Cedar Valley will motivate students to maintain daily attendance by implementing a monthly incentive program, with additional recognition at the semester mark for perfect attendance. The RAAWEE system will be used to track absences and tardies.

Progress Measure (Lead): * Perfect Attendance Semester

* Monthly perfect attendance awards- RAAWEE

* Tangible awards for students during semester assemblies

Outcome Measure (Lag): Reduce absenteeism and tardies by 10%. The daily attendance rate will increase by 4% by the end of the 2025 school year.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Attendance secretary, Teachers, APs, Principal

Collaborating Departments: Counselors and Parent Liaison

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 4, 9

Funding Sources: Tangible awards for each semester - 211 - ESEA, Title I Part A - 211.11.6498.00.124.30.000 - \$1,800

Key Strategic Action 4 Details

Key Strategic Action 4: Cedar Valley will strengthen partnerships with families and the community by hosting academic and culturally focused family nights to enhance student achievement across all content areas. To better equip families to support their students with the curriculum, additional training sessions will be offered

Progress Measure (Lead): 4 curriculum strategy sessions

1 STAAR/TELPAS session

2 Special Program info sessions

Outcome Measure (Lag): We will show an increase in attendance for parent involvement by 10%.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 16

Funding Sources: Academic Night Supplies - 211 - ESEA, Title I Part A - 211.61.6399.00.124.30.000 - \$3,000

Key Strategic Action 5 Details

Key Strategic Action 5: The Parent Liaison will offer preschool-aged children the chance to develop readiness skills through monthly "Little Dolphins" meetings. During these sessions, parents will receive strategies and tips for supporting literacy and language development at home.

Progress Measure (Lead): Sign-In Sheets

Agenda

Outcome Measure (Lag): By the end of the school year, the amount of students participating in the program will increase by 2 %.

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Principal, Parent Liaison, AP, CIS, and CIC

Problem Statements: Student Success 16

Funding Sources: Part Time Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.124.30.000 - \$19,862, Resources for hands on activities for Little Dolphins - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.124.24.PAR - \$500, Refreshments/snacks for family events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.124.24.PAR - \$400, Resources for parent sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.124.24.PAR - \$400, Learning resources for Family Strategy Night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.124.24.PAR - \$1,178

Key Strategic Action 6 Details

Key Strategic Action 6: Students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real-world experiences. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

Progress Measure (Lead): Trip finder

Outcome Measure (Lag): Each grade level will participate in an experience by the end of April.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Principal and AP

Collaborating Departments: CIS and CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 5, 14

Funding Sources: Entry fees for approved field based learning - 166 - State Comp Ed - 166.11.6412.00.124.30.AR0 - \$4,123, Transportation for approved supplemental field based learning - 166 - State Comp Ed - 166.11.6494.00.124.30.AR0 - \$3,500

Key Strategic Action 7 Details

Key Strategic Action 7: Cedar Valley counselors will provide whole class, small group and/or individualized guidance lessons regarding social skills.

Progress Measure (Lead): * Freedom Walk

* Red Ribbon Week

* Character Trait Luncheon

* Bullying Prevention

* Drug Awareness

* Safe student interaction

Outcome Measure (Lag): By the end of the 2025 School Year, referrals will show a decrease of 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Counselors and Principal

Problem Statements: Student Success 12

Key Strategic Action 8 Details

Key Strategic Action 8: We will continue to communicate to all stakeholders.

Progress Measure (Lead): * Facebook

* Tuesday Folders

* Newsletters

* Mass Communication calls

* SBDM

* Marquee

* RaaWee

Outcome Measure (Lag): Communication will increase with parents.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Entire Staff

Problem Statements: Student Success 16

Key Strategic Action 9 Details

Key Strategic Action 9: Parents and family members will be invited to review/revise documents according to legal requirements.

Progress Measure (Lead): * Parent and Family Engagement Policy

* Home-School Compact

* Title I meeting

Outcome Measure (Lag): As a campus, we will increase family engagement by 15%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Entire campus

Problem Statements: Student Success 16

Key Strategic Action 10 Details

Key Strategic Action 10: Students who demonstrate the monthly character traits will be nominated by their teachers for the Star Student Award. Star Students will have the opportunity to eat lunch with their parents, and their pictures will be displayed on the Star Student bulletin board in recognition of their achievements.

Progress Measure (Lead): Star Student board

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Principal, Counselor

Problem Statements: Student Success 12

Funding Sources: Behavior incentives for STAR Students - 211 - ESEA, Title I Part A - 211.11.6498.00.124.30.000 - \$1,200

Key Strategic Action 11 Details

Key Strategic Action 11: The campus will implement a positive behavior program that promotes and encourages good behavior across all grade levels. Students who consistently demonstrate positive behavior, and who do not receive short or long forms, will be rewarded

Progress Measure (Lead): - Nine weeks dance for students with positive behavior.

Outcome Measure (Lag): By the end of the 2025 School Year, referrals will show a decrease of 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

Problem Statements: Student Success 12

Funding Sources: Low cost incentives for positive behavior - 211 - ESEA, Title I Part A - 211.11.6498.00.124.30.000 - \$3,000

Key Strategic Action 12 Details

Key Strategic Action 12: The campus will implement a school-wide behavior incentive program to promote positive behavior. Each student will receive a punch card, earning punches for demonstrating positive behavior

Outcome Measure (Lag): By the end of the 2025 School Year, referrals will show a decrease of 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 12

Funding Sources: Low cost behavior incentives - 211 - ESEA, Title I Part A - 211.11.6498.00.124.30.000 - \$3,000

Key Strategic Action 13 Details

Key Strategic Action 13: The campus will host volunteer orientation sessions throughout the school year.

Progress Measure (Lead): The campus will host a monthly volunteer training session to equip parents with the necessary skills and opportunities to volunteer both on and off campus, aiming to increase parental engagement in volunteer activities

Outcome Measure (Lag): By May 2025, the number of parent volunteers will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration Parent Liaison

Problem Statements: Student Success 16

Goal 1 Problem Statements:

Student Success

Problem Statement 4: The attendance rate for the 2023-24 school year was 92.8% . Student tardies and early sign out were excessive. **Root Cause:** Inadequate or inefficient systems for tracking attendance and tardies.

Student Success

Problem Statement 5: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 35% to 24%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels.

Problem Statement 9: During the 2023-2024 school year we had 5,278 tardies, which was an increase from the previous school year **Root Cause:** Lack of implementation of campus policy related to tardiness.

Problem Statement 12: In the 2023-2024 school year, students received 95% of our discipline referrals were from our male students.

Problem Statement 14: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps

Root Cause: Some learners need extensive scaffolding during instruction and remediation during the intervention block.

Problem Statement 16: There is a need to address how to maintain an effective parent volunteer program and retain parent participation throughout the school year. **Root Cause:** Despite the continued support of the admin team, we need focused attention on parent volunteer participation and retention.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Teachers will analyze data from ELA unit assessments in order to identify students' strengths and deficiencies and allow teachers to design interventions that best meets students needs. This analysis would also be used to identify students who would benefit from after-school tutoring.

Progress Measure (Lead): Progress checks

Quick checks

Eduphoria

Outcome Measure (Lag): Student achievement will increase.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

Problem Statements: Student Success 1, 7, 11, 14

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers in grades 3-5 will utilize rubrics to support students with constructed responses. Students will get timely feedback on their constructed responses and teachers will get actionable data that they can use to calibrate assessments

Progress Measure (Lead): Writable Data

ARACE model

Student Work Protocol

Outcome Measure (Lag): By the end of the 2025 school year, ____% of students will score a 1 or above on the STAAR constructed response.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

Problem Statements: Student Success 15

Key Strategic Action 3 Details

Key Strategic Action 3: Classroom teachers will use the Benchmark phonics kit and follow the pacing guide with fidelity in PK-3 to provide explicit and multi-modal instruction to increase the foundations of reading.

Progress Measure (Lead): Benchmark Assessments
MAP

Outcome Measure (Lag): By the end of 2025, ____% of students will perform at Meets or Above on the Reading MAP

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Teachers, APs, CIC, CIS, Principal

Problem Statements: Student Success 7

Key Strategic Action 4 Details

Key Strategic Action 4: The i-Station digital platform will be utilized to provide students with an individualized learning path to enhance their reading skills, track their progress, and provide teachers with formative assessments to guide their instruction.

Progress Measure (Lead): iStation Reports

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase in students scoring at or above meets on the EOY MAP Reading assessment.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Problem Statements: Student Success 1, 3, 7, 11

Funding Sources: Additional headphone adaptors need for new iPads and laptop chargers for new laptops - 166 - State Comp Ed - 166.11.6394.00.124.30.AR0 - \$3,000

Key Strategic Action 5 Details

Key Strategic Action 5: The district adopted RLA curriculum SAVVAS will be utilized in all classrooms with fidelity. Core instruction in reading will be provided for 120 minutes of the instructional day with quick checks being performed daily.

Progress Measure (Lead): Daily Quick Checks
Progress Checks
Benchmarks

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase of students scoring at meet or above on STAAR Reading.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Teacher, CIC, CIS, AP, Principal

Problem Statements: Student Success 1, 3, 7, 11

Funding Sources: Supplemental Instructional Resources to apply reading strategies and skills - 211 - ESEA, Title I Part A - 211.11.6399.00.124.30.000 - \$5,000

Goal 2 Problem Statements:

Student Success

Problem Statement 1: On Reading STAAR, the percentage of 4th grade students in the meets of above category decreased from 58% to 48% from the previous year. **Root Cause:** Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 7: According to the 23-24 MAP Growth Data, 76% of our 1st grade students did not meet projected growth in reading. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 11: According to the 23-24 MAP Growth Data, 57% of our 5th grade students did not meet projected growth in reading. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions

Problem Statement 14: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps
Root Cause: Some learners need extensive scaffolding during instruction and remediation during the intervention block.

Problem Statement 15: Constructed response on the Literacy CUA's throughout the school year demonstrated students struggled to write with complete thoughts and in complete sentences related to the topic. **Root Cause:** There was inconsistency in writing instruction across the campus.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Through Tier 1 Instruction, teachers will continue utilizing the district's Math Framework to create and develop targeted instruction based on the individual needs of students.

Progress Measure (Lead: -SAVAAS Math

-District Pacing Calendar

Outcome Measure (Lag): Increase student achievement

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

Problem Statements: Student Success 2, 3, 6, 10

Funding Sources: Supplemental Instructional Resources to apply math strategies and skills - 211 - ESEA, Title I Part A - 211.11.6399.00.124.30.000 - \$5,000

Key Strategic Action 2 Details

Key Strategic Action 2: Systematic and explicit practice will be provided during the daily 80 minute math instruction block using the K-5 Problem Solving Model daily. The SAVVAS Math Curriculum will be implemented with fidelity using the district pacing guide.

Progress Measure (Lead: -SAVVAS Progress checks and quick checks

-Master Schedule

Outcome Measure (Lag): By the end of the 2025 school year, 60% of students will score at meets or above on the EOY MAP.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

Problem Statements: Student Success 2, 3, 6, 10

Funding Sources: SAVVAS Math consumables - 166 - State Comp Ed - 166.11.6399.00.124.30.AR0 - \$20,000

Key Strategic Action 3 Details

Key Strategic Action 3: The ST math program will be used in grades K-5 to support critical thinking and problem solving skills.

Progress Measure (Lead): -ST Math Reports

Outcome Measure (Lag): -Increased achievement and enhanced critical thinking skills.

-By the end of the 2025 school year, 70% of students will complete their ST math pathway.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

Problem Statements: Student Success 2, 3, 6, 10

Key Strategic Action 4 Details

Key Strategic Action 4: Teachers will analyze data from math unit assessments in order to identify students' strengths and deficiencies and allow teachers to design intervention that best meets students needs. This analysis would also be used to identify students who would benefit from after-school tutoring.

Progress Measure (Lead): -Progress Checks

-Quick Checks

Outcome Measure (Lag): Number of students in after school tutoring that pass the Math STAAR test, and the percentage of students that made a years growth will increase.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, & Teachers

Problem Statements: Student Success 2, 6, 8, 10

Goal 3 Problem Statements:

Student Success

Problem Statement 2: On Math STAAR, the percentage of 4th grade students in the meets of above category decreased from 58% to 46%. **Root Cause:** Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 6: According to the 23-24 MAP Growth Data, 56% of our 1st grade students did not meet projected growth in math. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 8: There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large and there is a lack of organization of resources

Problem Statement 10: According to the 23-24 MAP Growth Data, 56% of our 5th grade students did not meet projected growth in math. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Cedar Valley will create a partnership with community members to provide students with an opportunity to interact with a variety stakeholders through guest speakers and face to face experiences.

Progress Measure (Lead: -Event Agenda

-Career Day

-Guest Speakers

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Counselors, APs, Principal

Collaborating Departments: Community Stakeholders

Problem Statements: Student Success 12

Funding Sources: Character Education Assembly- Perfection on Wheels - 211 - ESEA, Title I Part A - 211.11.6299.00.124.30.000 - \$3,000, Motivation Speaker- Keith Davis - 166 - State Comp Ed - 166.11.6299.00.124.30.AR0 - \$966

Key Strategic Action 2 Details

Key Strategic Action 2: Struggling students will be referred to Multi-Tiered Systems of Support(MTSS). MTSS are implemented and monitored monthly for effectiveness for students that fall below the 31% on the MAP universal screener. Evidence-based interventions will be put into place to address the gaps in learning and will be monitored by the committee.

Progress Measure (Lead: SSRS Reports

Meeting Minutes

MAP

Outcome Measure (Lag): increase in student achievement

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, CIS

Collaborating Departments: CIC, AP

Problem Statements: Student Success 3, 8

Key Strategic Action 3 Details

Key Strategic Action 3: Administrators, alongside of the instructional coaching team, will support teachers in the unit planning process by regularly collaborating, observing and coaching teachers during grade level planning. The use of PLC protocols will lead to greater internalization of the lesson. Improvement will happen through knowledge of the content, implemented consistently, and through coaching.

Progress Measure (Lead: Internalization Document

Data Protocols

Student Data Folders

Student Data Worksheet

Outcome Measure (Lag): Student Achievement will increase.

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Principal, APs, CIC, CIS

Problem Statements: Student Success 8, 17

Key Strategic Action 4 Details

Key Strategic Action 4: Special Education teachers will work closely with general education teachers to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiation and modifications for special education students.

Progress Measure (Lead: * 3 Resource Teachers

* 2 BMU Teacher

* 3 Instructional Assistants

* Follow IEPs to meet student needs

Outcome Measure (Lag): By the end of the school year, we will increase in student achievement by 10%.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: SPED teachers, Campus Facilitator, Principal

Problem Statements: Student Success 3

Key Strategic Action 5 Details

Key Strategic Action 5: Cedar Valley will provide Tier 1 interventions for all students. Tier II and III interventions will be implemented for those students identified as needing specialized intervention through the Student Success Plan. An intervention block (WIN) will be embedded in their daily schedule and utilized by all classroom teachers. Interventions are targeted and delivered in a small group setting.

Progress Measure (Lead: -WIN Block

-Monitoring Groups

-Progress Monitoring

Outcome Measure (Lag): Student achievement will improve through well-planned interventions.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC, and classroom teachers

Problem Statements: Student Success 8

Key Strategic Action 6 Details

Key Strategic Action 6: To help meet the needs of Cedar Valley students and the various supports given at home, Cedar Valley will offer an after school tutoring program, Dolphin Hour, for students needing extra support. Students will be provided with tutoring in Reading and Math. 3rd, 4th, and 5th grade students will participate in STAAR boot camp for reading, math, and science

Progress Measure (Lead): -MAP data

-Assessment data

-I station data

Outcome Measure (Lag): 80% of all students in 3rd-5th grade will be developed or advanced on universal screenings or scoring a meet expectations or advanced on STAAR.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, CIS, Teachers, Paraprofessionals

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 14

Funding Sources: Paper and toner for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.124.30.000 - \$6,000, Instructional Resources for tutoring - 166 - State Comp Ed - 166.11.6399.00.124.30.AR0 - \$2,500, Rigorous TEKS aligned STAAR review materials-Sirius/Mentoring Minds - 166 - State Comp Ed - 166.11.6399.00.124.30.AR0 - \$3,500

Key Strategic Action 7 Details

Key Strategic Action 7: Grade Review will happen each nine weeks during PLC to identify and address intervention groups and gaps in the learning. Students that are failing and not making progress will be referred to Multi-Tiered Systems of Support(MTSS).

Progress Measure (Lead): -Grades each nine weeks

-Progress Reports

-Report Cards

Outcome Measure (Lag): Increase student achievement

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

Problem Statements: Student Success 1, 2, 5, 6, 7, 8, 10, 11

Key Strategic Action 8 Details

Key Strategic Action 8: Teachers will follow Individualized Education Plans (IEP) and Individualized Accommodation Plans (IAP). Our Campus Facilitator will check accommodation and behavior tracking sheets to ensure teachers are in compliance.

Progress Measure (Lead): -SPED tracking sheets

-504 Tracking sheets

Outcome Measure (Lag): By following IEPs and IAPs student achievement will increase

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal and Campus Facilitator

Problem Statements: Student Success 3

Key Strategic Action 9 Details

Key Strategic Action 9: Cedar Valley GT identified students will complete a TPSP project that will align with the Texas State Plan for the Education of Gifted/Talented Students. Students will showcase their TPSP projects at Spring Showcase which is opened to the public.

Progress Measure (Lead): - Enrichment time
-GT Genius Hour

Outcome Measure (Lag): Percentage of TPSP projects will increase and show student's critical thinking skills.

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: TAG Coordinator, CIC, CIS, GT Teachers.

Problem Statements: Student Success 13

Funding Sources: Small group resources for Genius Hour - 177 - Gifted/Talented - 177.11.6399.00.124.21.000 - \$1,794, Resources for TPSP project - 177 - Gifted/Talented - 177.11.6399.00.124.21.000 - \$1,000

Key Strategic Action 10 Details

Key Strategic Action 10: Grade-level aides will be funded to support students across each grade, providing targeted small-group instruction to help struggling students improve academically.

Progress Measure (Lead): WIN time

Dates/Timeframes: 2024-2025 School Year

Problem Statements: Student Success 3, 8

Funding Sources: Instructional Assistant to work with At-Risk Students - 166 - State Comp Ed - 166.11.6129.00.124.30.AR0 - \$29,401, Instructional Assistant to work with At-Risk Students - 211 - ESEA, Title I Part A - 211.11.6129.00.124.30.000 - \$33,359, Instructional Assistant to work with At-Risk Students - 211 - ESEA, Title I Part A - 211.11.6129.00.124.30.000 - \$29,196, Instructional Assistant to work with At-Risk Students - 211 - ESEA, Title I Part A - 211.11.6129.00.124.30.000 - \$25,913

Key Strategic Action 11 Details

Key Strategic Action 11: ESL teachers will support EB students in both "push-in" and "pull-out" instructional settings in all core subjects. EB teachers will attend Professional Development to learn strategies to assist with vocabulary development. Academic content vocabulary will be pre-taught whenever possible as well as spiraling through previous content to check for mastery and understanding. Summit K-12 will be used to provide students will additional support with reading, writing, listening, and speaking.

Progress Measure (Lead: Summit K-12

Outcome Measure (Lag): The number of students that are EB and meet their protected growth in MAP or STAAR will increase in all tested subject areas by 10%.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Principal, ESL teachers, CIS,CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Professional Development for ELL teacher - 165/ES0 - ELL - 165.13.6411.00.124.25.ES0 - \$1,280, Supplemental Instructional Supplies to support academic growth in ELL students - 165/ES0 - ELL - 165.11.6399.00.124.25.ES0 - \$2,200, Noise canceling headphones with mic - 165/ES0 - ELL - 165.11.6399.00.124.25.ES0 - \$1,000

Key Strategic Action 12 Details

Key Strategic Action 12: Students will track their data through out the school year to encourage self-reflection and goal setting. Student growth parties will take place to celebrate the hard work put it towards meeting a goal.

Progress Measure (Lead: Data Protocol Forms

Data tracking folders- I-station, ST math, Benchmark Assessment

Outcome Measure (Lag): Student achievement will increase.

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Problem Statements: Student Success 1, 2, 5, 6, 7, 10, 11

Goal 4 Problem Statements:

Student Success

Problem Statement 1: On Reading STAAR, the percentage of 4th grade students in the meets of above category decreased from 58% to 48% from the previous year. **Root Cause:** Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 2: On Math STAAR, the percentage of 4th grade students in the meets of above category decreased from 58% to 46%. **Root Cause:** Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Student Success

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 5: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 35% to 24%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels.

Problem Statement 6: According to the 23-24 MAP Growth Data, 56% of our 1st grade students did not meet projected growth in math. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 7: According to the 23-24 MAP Growth Data, 76% of our 1st grade students did not meet projected growth in reading. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions.

Problem Statement 8: There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large and there is a lack of organization of resources

Problem Statement 10: According to the 23-24 MAP Growth Data, 56% of our 5th grade students did not meet projected growth in math. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions

Problem Statement 11: According to the 23-24 MAP Growth Data, 57% of our 5th grade students did not meet projected growth in reading. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions

Problem Statement 12: In the 2023-2024 school year, students received 95% of our discipline referrals were from our male students.

Problem Statement 13: We are under-identifying gifted learners among our students. Our campus gifted population was 3.31 percent. The district average is 3.2 percent and the state average is 8.2 percent **Root Cause:** There is only one tool for identifying gifted students. Often economically disadvantaged students do not perform well with this one tool; the students' gift is demonstrated in other manners.

Problem Statement 14: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps **Root Cause:** Some learners need extensive scaffolding during instruction and remediation during the intervention block.

Problem Statement 17: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: Teachers new to the district will be assigned a mentor teacher to support their transition to Cedar Valley

Progress Measure (Lead): * Weekly discussion points with mentor

- * Classroom observations of mentor teacher
- * Off campus (all day) observation
- * Feedback and observation from mentor teacher

Outcome Measure (Lag): Teacher Retention will improve.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: CIS, CIC, APs, and Principal

Problem Statements: Human Capital 1

Key Strategic Action 2 Details

Key Strategic Action 2: We will establish a Sunshine Committee to foster a positive and uplifting environment, promote staff wellness, and show appreciation for the hard work and dedication of our team.

Progress Measure (Lead): * Christmas Party

- * Bereavement
- * Staff Morale
- * End of Year Luncheon

Outcome Measure (Lag): Staff morale will increase

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Entire Staff

Problem Statements: Human Capital 1, 3

Key Strategic Action 3 Details

Key Strategic Action 3: Each staff member will be celebrated with a birthday shout-out during our morning announcements. Shout-out boxes are located in several areas: the break room for staff to recognize peers and students, the front office for parents to celebrate students, and the library for students to acknowledge their peers and staff. Additionally, staff members will vote for Employee of the Month, selecting one teacher and one paraprofessional for recognition.

Progress Measure (Lead): * Recognition at staff meetings

* Prize

* Employee of the month board

* Principal's Newsletter

Outcome Measure (Lag): Increase staff moral and teacher retention

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Entire campus

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Human Capital 1, 3

Key Strategic Action 4 Details

Key Strategic Action 4: Team building activities are conducted regularly to build positive relationships campus wide.

Progress Measure (Lead): During the 2025 school year, staff will participate in engage, explore, and launch activities to build relationships.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP,CIC, CIS

Problem Statements: Human Capital 1, 3

Key Strategic Action 5 Details

Key Strategic Action 5: New teachers will meet on the 3rd Monday of each month with the campus instructional specialist and instructional coach for regular check-ins and additional support.

Progress Measure (Lead): Increase teacher clarity and result in an increase of student achievement in summative and formative data.

Outcome Measure (Lag): Will maintain an 80% or higher retention rate.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, CIS, CIC

Problem Statements: Student Success 17

Goal 1 Problem Statements:

Student Success

Problem Statement 17: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Human Capital

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Problem Statement 3: Our goal is to attract and retain high-quality employees who meet our students' academic and emotional needs. **Root Cause:** As teacher retention becomes more complex, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: The campus will fill positions as needed.</p> <p>Progress Measure (Lead): * Front line * Interviews * References * Job Fair/Meet and Greets</p> <p>Outcome Measure (Lag): We will fill positions with highly qualified staff.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Problem Statements: Human Capital 1, 3</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Teachers and IAs receive a "Wish List" at the end of the year to consider teacher preferences and grade levels.</p> <p>Progress Measure (Lead): * Strengths and weaknesses of staff</p> <p>Outcome Measure (Lag): Staff are placed in the most optimal position.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Problem Statements: Human Capital 1, 3</p>
Key Strategic Action 3 Details
<p>Key Strategic Action 3: Cedar Valley will attend the district job fairs recruit highly qualified staff and actively monitors the Front line Hiring System if a vacancy arises.</p> <p>Progress Measure (Lead): During the 2025 school year, administrative and support staff will conduct interviews of highly qualified individuals as need to fill vacancies.</p> <p>Outcome Measure (Lag): Increased student achievement</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: APs, Principal</p> <p>Problem Statements: Human Capital 1, 3</p>

Goal 2 Problem Statements:

Human Capital

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Problem Statement 3: Our goal is to attract and retain high-quality employees who meet our students' academic and emotional needs. **Root Cause:** As teacher retention becomes more complex, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: Cedar Valley provide on-campus professional development sessions in identified areas of need and support teachers in attending conferences.

Progress Measure (Lead): -SAVVAS Training

- HMH training
- Social Studies Weekly
- Schoolology
- St Math
- Istation

Outcome Measure (Lag): Increase in teacher clarity resulting in high quality Tier I instruction to ensure an increase in student achievement.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: CIC, CIS, AP, Principal

Problem Statements: Student Success 17

Key Strategic Action 2 Details

Key Strategic Action 2: Time will be provided for teachers to analyze data and internalize effective lessons for their students.

Progress Measure (Lead): * Planning days (Internalization)

* PLCs

Outcome Measure (Lag): Student achievement will increase.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: APs, Principal

Collaborating Departments: CIC/CIS

Problem Statements: Human Capital 1, 2

Funding Sources: Substitutes needed for planning - 211 - ESEA, Title I Part A - 211.13.6299.00.124.30.SUB - \$12,400

Key Strategic Action 3 Details

Key Strategic Action 3: The Campus Instructional Specialist and Instructional Coaches will provide on-going campus professional development as determined by campus data and provide specific and individualized feedback, coaching, and model lessons to teachers using the Get Better Faster Coaching Model.

Progress Measure (Lead: GBF Coaching
Sign-In Sheets for PD Sessions

Outcome Measure (Lag): Increase in teacher efficacy

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: CIC,CIS,AP,Principal

Problem Statements: Human Capital 1

Funding Sources: Full time Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.124.30.000 - \$78,483

Key Strategic Action 4 Details

Key Strategic Action 4: identified Teachers will attend professional development that focuses on increasing student achievement using research-based interventions and best practice strategies

Progress Measure (Lead: Surveys
Data from walkthroughs

Outcome Measure (Lag): The percentage of students meeting student achievement standard (Domain 1) will increase by 5% and the percentage of students making growth (Domain 2) will increase by 10% by the end of the year

Dates/Timeframes: 2024-2025 School Year

Problem Statements: Human Capital 1

Funding Sources: Hotel, transportation, and registration fees for a team of teachers to attend training - 211 - ESEA, Title I Part A - 211.13.6411.00.124.30.000 - \$7,262

Key Strategic Action 5 Details

Key Strategic Action 5: The campus technologist will provide weekly after school sessions to support the teachers with technology.

Progress Measure (Lead: - Walkthrough observations
-Feedback from teachers

Outcome Measure (Lag): -Build teacher clarity with technology

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Technologist

Problem Statements: Human Capital 1

Goal 3 Problem Statements:

Student Success

Problem Statement 17: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Human Capital

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Problem Statement 2: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** Teacher shortage in the State of Texas.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details

Key Strategic Action 1: All teachers will receive job related coaching through the T-Tess evaluation process and the Get Better Faster waterfall rubric.

Progress Measure (Lead): T-TESS

- * 2 Coaching Walks
- * 4 Walk Throughs
- * 1 Observation if applicable

Get Better Faster

- * Observation
- * Coaching
- * Follow up

Outcome Measure (Lag): Increase in teacher quality and retention.

Dates/Timeframes: 2024 - 2025 School Year

Staff Responsible for Monitoring: CIS, CIC, APs, and Principal

Problem Statements: Human Capital 1, 2, 3

Key Strategic Action 2 Details

Key Strategic Action 2: Paraprofessionals will be evaluated annually using the Auxiliary appraisal document in Eduphoria.

Progress Measure (Lead): -Eduphoria

Outcome Measure (Lag): Increase in the effectiveness and performance of IAs.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: AP, Principal

Problem Statements: Human Capital 3

Key Strategic Action 3 Details

Key Strategic Action 3: Cedar Valley will elicit feedback from staff through the use of a beginning of the year and end of the year survey.

Progress Measure (Lead): Survey results

Outcome Measure (Lag): Staff will feel valued and have an opportunity to share their ideas.

Dates/Timeframes: Fall Survey, Spring Survey

Staff Responsible for Monitoring: AP, Principal

Problem Statements: Human Capital 1, 2, 3

Goal 4 Problem Statements:

Human Capital

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least five teachers on a certification waiver this year.

Problem Statement 2: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** Teacher shortage in the State of Texas.

Problem Statement 3: Our goal is to attract and retain high-quality employees who meet our students' academic and emotional needs. **Root Cause:** As teacher retention becomes more complex, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: We will ensure that 100% of purchases are aligned with the Campus Improvement Plan.</p> <p>Progress Measure (Lead): Campus improvement plan</p> <p>Outcome Measure (Lag): 100% of funds will be spent according to the CIP</p> <p>Dates/Timeframes: 2024-2025</p> <p>Staff Responsible for Monitoring: Principal, AP, CIS, CIC</p> <p>Problem Statements: Financial Stewardship 1, 2</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: We will prioritize our budget allocations based on data-driven insights, directing resources to areas with the greatest impact on student achievement.</p> <p>Progress Measure (Lead): -STAAR data -MAP data -Assessment data</p> <p>Outcome Measure (Lag): More effective use of resources which will lead to improved student performance, more targeted support for critical needs, and overall enhanced educational outcomes.</p> <p>Dates/Timeframes: 2024-2025 School year</p> <p>Staff Responsible for Monitoring: Principal, AP, CIS, CIC</p> <p>Problem Statements: Financial Stewardship 1, 2</p>
Key Strategic Action 3 Details
<p>Key Strategic Action 3: We will foster collaboration between school leadership, teachers, and district administrators to ensure alignment of resource allocation decisions with district goals.</p> <p>Progress Measure (Lead): -SBDM -Formative data review</p> <p>Outcome Measure (Lag): Greater consistency in decision-making, increased transparency, and stronger collective ownership of educational outcomes across the campus</p> <p>Dates/Timeframes: 2024-2025 School year</p> <p>Staff Responsible for Monitoring: Principal, AP, CIS, CIC, SBDM</p> <p>Problem Statements: Financial Stewardship 1, 2</p>

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will have 6 scheduled SBDM meetings throughout the year. It is through these meetings that we will decide on how we will spend our at-risk and Title 1 funds.

Progress Measure (Lead): * Professional Development

* Supplies/Programs for teachers

* Personnel

* Processes

Outcome Measure (Lag): Professional development and supplies will be purchased in order to support student success.

Dates/Timeframes: 2024 - 2025 School Year

Staff Responsible for Monitoring: Entire staff

Problem Statements: Financial Stewardship 1, 2

Key Strategic Action 5 Details

Key Strategic Action 5: Leadership meetings are held to monitor the effectiveness of school programs.

Progress Measure (Lead): Instructional Leadership meetings are held weekly.

Administrative meetings are held daily at the end of the day.

Special Ed meeting twice a month

Outcome Measure (Lag): Meetings with administrative and administrative support team members will result in increased alignment with all stakeholders.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: APs, Principal

Collaborating Departments: CIS, CIC, Counselor, Special Program Facilitator, Campus Technologist

Problem Statements: Financial Stewardship 1, 2

Goal 1 Problem Statements:

Financial Stewardship

Problem Statement 1: Staff members did not utilizing the appropriate channels to request supplies and resources. **Root Cause:** Lack of clear communication of the proper procedures or channels for requesting supplies and resources

Problem Statement 2: Various programs have been purchased and staff did not all staff used the product 100%. **Root Cause:** Many programs had not been looked at by staff to see the purpose of the resource which led to teachers not using the resource.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Review financial reports monthly with Principal secretary to complete budget reviews and audits to monitor spending and ensure funds are used efficiently.</p> <p>Progress Measure (Lead: Agenda Spending Spreadsheet on campus funds (199, 166, 211, 263, 165, 177)</p> <p>Outcome Measure (Lag): The campus will meet all district spending guidelines.</p> <p>Dates/Timeframes: 2024-2025 School year</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary</p> <p>Problem Statements: Financial Stewardship 1, 2</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: The Site-Based Decision Making Committee (SBDM) will hold a minimum of 6 meetings to discuss budget plans, gather stakeholder input, and address concerns. The campus educational improvement committee agendas include a finance update including rationale for purchase (SBDM agendas)</p> <p>Progress Measure (Lead: SBDM Sign-in Sheets Agendas Minutes</p> <p>Outcome Measure (Lag): Stakeholders will take part in the decision making process on the CIP and campus spending.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Financial Stewardship 1, 2</p>

Goal 2 Problem Statements:

Financial Stewardship
<p>Problem Statement 1: Staff members did not utilizing the appropriate channels to request supplies and resources. Root Cause: Lack of clear communication of the proper procedures or channels for requesting supplies and resources</p> <p>Problem Statement 2: Various programs have been purchased and staff did not all staff used the product 100%. Root Cause: Many programs had not been looked at by staff to see the purpose of the resource which led to teachers not using the resource.</p>

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: We will use weekly newsletters and staff meetings to communicate policy changes and updates regularly.</p> <p>Progress Measure (Lead): -Administrative Procedures -Staff Newsletter -District News Brief -Meetings</p> <p>Outcome Measure (Lag): Staff will adhere to district policies and procedures.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Collaborating Departments: None</p> <p>Problem Statements: Financial Stewardship 1, 2</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Cedar Valley leadership will ensure that campus procedures align with district departmental expectations.</p> <p>Progress Measure (Lead): Administrative Procedures</p> <p>Outcome Measure (Lag): 100% of the campus communicated procedures will align with district departmental expectations</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Problem Statements: Financial Stewardship 1, 2</p>
Key Strategic Action 3 Details
<p>Key Strategic Action 3: Required staff attends training sessions on district policies for staff completing fiscal tasks and making decisions regarding purchases. Staff will also attend training on updated policies and procedures, emphasizing the importance of compliance and its impact on school culture.</p> <p>Progress Measure (Lead): -Administrative Procedures</p> <p>Outcome Measure (Lag): Staff will adhere to district policies and procedures.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Collaborating Departments: Secretaries</p> <p>Problem Statements: Financial Stewardship 1, 2</p>

Goal 3 Problem Statements:

Financial Stewardship

Problem Statement 1: Staff members did not utilizing the appropriate channels to request supplies and resources. **Root Cause:** Lack of clear communication of the proper procedures or channels for requesting supplies and resources

Problem Statement 2: Various programs have been purchased and staff did not all staff used the product 100%. **Root Cause:** Many programs had not been looked at by staff to see the purpose of the resource which led to teachers not using the resource.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Required staff will attend workshops focused on best practices in resource management, including budgeting, procurement, and inventory control.</p> <p>Progress Measure (Lead): -Meetings with Principal's Secretary -Training -Feedback</p> <p>Outcome Measure (Lag): Required staff will demonstrate proficiency in budgeting, procurement, resource management, and inventory control.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: Principal, Principal's Secretary</p> <p>Problem Statements: Financial Stewardship 1</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Ensure all staff are well-versed in district procedures and policies related to resource use and financial management.</p> <p>Progress Measure (Lead): -Administrative Procedures -Staff Newsletter -Attend training -Meetings</p> <p>Outcome Measure (Lag): Staff will demonstrate a thorough understanding of procedures and policies.</p> <p>Dates/Timeframes: 2024-2025 School year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Problem Statements: Financial Stewardship 1</p>
Key Strategic Action 3 Details
<p>Key Strategic Action 3: Cedar Valley will implement systems for monitoring resource use and financial expenditures to ensure alignment with district goals.</p> <p>Progress Measure (Lead): -District Improvement plan -Campus improvement plan -SBDM</p> <p>Outcome Measure (Lag): All resources purchased will be used and 100% of funds spent will be aligned with the district goals.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal, and SBDM</p> <p>Problem Statements: Financial Stewardship 1, 2</p>

Key Strategic Action 4 Details

Key Strategic Action 4: Purchases with federal funds will be aligned to campus and district improvement plans.

Progress Measure (Lead): * Campus Improvement Plan

* District Improvement Plan

Outcome Measure (Lag): 100% of funds will be spent according to given guidelines.

Dates/Timeframes: 2024 - 2025 School Year

Staff Responsible for Monitoring: Principal's Secretary, CIS, CIC, APs, Principal, and SBDM

Problem Statements: Financial Stewardship 1, 2

Goal 4 Problem Statements:

Financial Stewardship

Problem Statement 1: Staff members did not utilizing the appropriate channels to request supplies and resources. **Root Cause:** Lack of clear communication of the proper procedures or channels for requesting supplies and resources

Problem Statement 2: Various programs have been purchased and staff did not all staff used the product 100%. **Root Cause:** Many programs had not been looked at by staff to see the purpose of the resource which led to teachers not using the resource.

SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Business Representative	Marvan Arnold Arnold	Business Representative
Community Representative	Kathy Kerschner	Community Representative
District-level Professional	Elizabeth Garcia	District-Level Professional
Parent	Gabriele Fischbacher	Parent
Parent	Priscilla Galindo	Parent
Administrator/Chair	Phylicia Miner	Principal
Classroom Teacher	Cynthia Evans	Teacher: 1st Grade
Classroom Teacher	Sara Rodriquez	Teacher: 2nd Grade
Classroom Teacher	Allison Antaramian	Teacher: 3rd Grade
Classroom Teacher	Gloria Storey	Teacher: 4th Grade
Classroom Teacher	Nicholas Matte	Teacher: 5th Grade
Classroom Teacher	Samantha Thompson	Teacher: Kindergarten
Classroom Teacher	Christine Strovers	Teacher: PK4
Classroom Teacher	Joanna Menjivar	Teacher: SPED
Campus Tech	Johnathan Evans	Title I: Other Appropriate Personnel
Counselor	Justin Moreno	Title I: Other Appropriate Personnel
Teacher PE	Estrella Garcia	Specialized Programs
Administrator	Brittany Nault Nault	Assistant Principal
Administrator/Chair	Danielle Palmieri	CIS
Instructional Coach	Adrienne Vail	CIC