

**Midland Independent School District**  
**Bunche Elementary**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# **Mission Statement**

The mission of Bunche Elementary is to educate the future by maximizing the potential of every student.

## **Vision**

ALL Bears will grow through collaborative team practices producing:

LEARNERS who use risk-taking and self- reflection behaviors

THINKERS who are innovative and strategic problem solvers

POSITIVE MEMBERS of the COMMUNITY who build relationships through empathy and kindness

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Bunche Elementary Needs Assessment

Reach Network is an 1882 partnership with Midland ISD. Dedicated to increasing community outreach and relationships, we work side by side to empower our underserved neighborhoods and facilitate their learning experiences, cultural celebrations, and overall well being.

**Bunche Elementary: ALL Bears will grow through collaborative team practices producing:**

**Learners who use risk taking and self-reflection behaviors**

**Thinkers who are innovative and strategic problem solvers**

**Positive members of the Community who build relationships through empathy and kindness**

**Bunche Bears are committed to producing a strong culture of learning. We have partnerships with Opportunity Culture, Instructional Empowerment, and Region 18 to provide our staff with sound instructional best practices that are developed through collaboration, ongoing professional development, sound coaching, and instructional walkthroughs with instant feedback for growth and development.**

**According to the Ethnicity report, the ethnic distribution of Bunche students is as follows:**

African American – 9.2%

Hispanic – 79.1%

White – 8.3%

Asian/Pacific Islander – .4%

American Indian/Alaskan Native - 0%

Two or more races-1.2%

Limited English Proficient 29.5%

Special education 7%

504 Students 1.4%

GT Students 0%

Dyslexia .9%

Economically Disadvantaged 78%

Total Student Population: 803

### Student Data

According to the 2021-2022 STAAR results, Bunche Elementary did not meet standard and received an D (NR) rating with a 65 overall. The campus does employ other instruments such as TELPAS, iStation, Fountas and Pinnell, Imagine math, as well as district and campus developed assessments to monitor student progress throughout the year.

### Staff Data

According to the 2021 Texas Academic Performance Report our staff is compromised of 72 members. Total staff include 64 teachers, 9 professional support, 9 educational aides, 3 counselors, and 4 administrators.

African American 11%

Hispanic 47%

White 20 %

Bachelor's Degree 40%

Master's Degree 10%

Years of Experience

Beginning 7%

1-5 42%

6-10 21%

11-20 18%

21-30 11%

over 30 3%

### **Demographics Strengths**

Bunche Elementary is home to 957 students pre-K through 6th grade. We celebrate diversity our diversity and serve a multitude of students in our 11 bilingual and 34 monolingual classrooms. We consistently maintain a 90.4% daily attendance rate, and we continuously work to meet the individual needs of our students using a wide range of activities throughout the school year.

STEM Lab- enrichment to enhance student learning opportunities

Intercession- HB4545 and intervention weeks are prepared and organized for students working below grade level

I-ready; I-station; NWEA Map testing; F&P DRA and Running Records are used to address individual student needs and areas of growth.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** By analyzing walkthrough and TTESS data, there is a lack of high quality strategies that engage students in authentic learning. **Root Cause:** Teachers and Leaders need support in the delivery of high quality, effective Tier 1 instruction.

# Priority Problem Statements

**Problem Statement 1:** By analyzing walkthrough and TTESS data, there is a lack of high quality strategies that engage students in authentic learning.

**Root Cause 1:** Teachers and Leaders need support in the delivery of high quality, effective Tier 1 instruction.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Tier I instruction is not rigorous or of high quality

**Root Cause 2:** Lack of: teaching experiences, strong PLC alignment, deep understanding of TEKS and depth of student understanding

**Problem Statement 2 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data



- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** The percentage of 3rd grade students at Bunche Elementary that achieve at the meets or masters performance levels in reading will improve from 22% to 45% as measured by the STAAR Reading Assessment by the end of the 2022-23 school year.





**Performance Objective 1:** At Bunche Elementary the percentage of Pre-Kindergarten students on track to develop understanding on a standards-based phonological awareness assessment will be 82% or above by the end of school year 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CLI (Circle Progress Monitoring System)

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Goal tracking for students in the areas of performance assessments, letter name and letter sound objectives through aggressive monitoring form.<br><b>Strategy's Expected Result/Impact:</b> students will show growth with each assessment<br><b>Staff Responsible for Monitoring:</b> principal, assistant principal, PK staff<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy - Results Driven Accountability</b> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> CLI assessment data will be tracked and monitored through beginning, middle, and end of the year data charts that will be analyzed and referenced in the co-labs during PLCs and lesson planning.<br><b>Strategy's Expected Result/Impact:</b> students will show growth on CLI assessments<br><b>Staff Responsible for Monitoring:</b> principal, assistant principal, PK staff<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b>   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Grade level PLC meetings are conducted daily. Planning for upcoming units of study, data analysis and review, and intervention strategies will be the focus of the meetings to keep the staff together and working to achieve the same goals.<br><b>Strategy's Expected Result/Impact:</b> PLCs will work collaboratively together to impact student learning and growth.<br><b>Staff Responsible for Monitoring:</b> principal, assistant principal, PK staff<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

**Goal 1:** The percentage of 3rd grade students at Bunche Elementary that achieve at the meets or masters performance levels in reading will improve from 22% to 45% as measured by the STAAR Reading Assessment by the end of the 2022-23 school year.





**Performance Objective 2:** (LSG) At Bunche Elementary, the percentage of Kindergarten-3rd grade students who meet or exceed their individual NWEA MAP growth goals in reading will improve from 22% to 70% by the end of school year 2022-23.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA Reading MAP Assessment

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Lisa Hill to fully plan and implement the Fountas and Pinnell curriculum and Texas TEKS. Teachers will receive professional development as well as coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> PLC planning timeframes, assessment alignment, lesson planning alignment and rigor to match TEK expectation<br><b>Staff Responsible for Monitoring:</b> literacy strategist, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
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| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols<br><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

**Goal 1:** The percentage of 3rd grade students at Bunche Elementary that achieve at the meets or masters performance levels in reading will improve from 22% to 45% as measured by the STAAR Reading Assessment by the end of the 2022-23 school year.





**Performance Objective 3:** At Bunche Elementary, the percentage of Kindergarten-3rd grade Economically Disadvantaged students who meet or exceed their individual NWEA MAP growth goals in reading will improve from 33% to 70% for the 2022-2023 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA Reading MAP Assessment

| Strategy 1 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Lisa Hill to fully plan and implement the Fountas and Pinnell curriculum and Texas TEKS. Teachers will receive professional development as well as coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> PLC planning timeframes, assessment alignment, lesson planning alignment and rigor to match TEK expectation<br><b>Staff Responsible for Monitoring:</b> literacy strategist, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction |  | Formative |     |     | Summative |
|  |  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols<br><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

**Goal 1:** The percentage of 3rd grade students at Bunche Elementary that achieve at the meets or masters performance levels in reading will improve from 22% to 45% as measured by the STAAR Reading Assessment by the end of the 2022-23 school year.

**Performance Objective 4:** At Bunche Elementary, the percentage of Kindergarten-3rd grade Hispanic students who meet or exceed their individual NWEA MAP growth goals in reading will improve from 32% to 70% for the 2022-2023 school year.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA Reading MAP Assessments

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Lisa Hill to fully plan and implement the Fountas and Pinnell curriculum and Texas TEKS. Teachers will receive professional development as well as coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> PLC planning timeframes, assessment alignment, lesson planning alignment and rigor to match TEK expectation<br><b>Staff Responsible for Monitoring:</b> literacy strategist, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |



| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols</p> <p><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |           |     |     |           |





**Goal 2:** The percentage of 3rd grade students at Bunche Elementary that achieve at the meets or masters performance levels in math will improve from 39% to 48% as measured by the STAAR Math Assessment by the end of the 2022-23 school year.

**Performance Objective 1:** At Bunche Elementary, the percentage of Pre-Kindergarten students on track to develop understanding on a math standards-based math assessment will be at 92% or above by the end of May 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CLI (Circle Progress Monitoring System)

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will attend district level trainings to increase efficacy in math TIER I instructional best practices.<br><b>Strategy's Expected Result/Impact:</b> district support coaching and feedback; students will leave PK with strong mathematical numeracy foundations<br><b>Staff Responsible for Monitoring:</b> Assistant Principal/MCL<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
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|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |





**Goal 2:** The percentage of 3rd grade students at Bunche Elementary that achieve at the meets or masters performance levels in math will improve from 39% to 48% as measured by the STAAR Math Assessment by the end of the 2022-23 school year.

**Performance Objective 2:** (LSG) At Bunche Elementary, the percentage of Kindergarten-3rd grade students who meet or exceed their individual NWEA MAP growth goals in math will improve from 44% to 70% by the end of school year 2022-23.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP Math Map Assessments

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Region 18 to fully plan and implement Eureka and Carnegie math curriculum. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> improvement in math lesson implementation and student growth progress measures<br><b>Staff Responsible for Monitoring:</b> Region 18, assistant principals, principal   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols<br><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

**Goal 2:** The percentage of 3rd grade students at Bunche Elementary that achieve at the meets or masters performance levels in math will improve from 39% to 48% as measured by the STAAR Math Assessment by the end of the 2022-23 school year.





**Performance Objective 3:** At Bunche Elementary, the percentage of Kindergarten-3rd grade Economically Disadvantaged students who meet or exceed their individual NWEA MAP growth goals in math will improve from 42% to 70% for the 2022-2023 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP Math Map Assessments

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Region 18 to fully plan and implement Eureka and Carnegie math curriculum. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><br><b>Strategy's Expected Result/Impact:</b> improvement in math lesson implementation and student growth progress measures<br><b>Staff Responsible for Monitoring:</b> Region 18 representatives, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols</p> <p><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |           |     |     |           |

**Goal 2:** The percentage of 3rd grade students at Bunche Elementary that achieve at the meets or masters performance levels in math will improve from 39% to 48% as measured by the STAAR Math Assessment by the end of the 2022-23 school year.





**Performance Objective 4:** At Bunche Elementary, the percentage of Kindergarten-3rd grade Hispanic students who meet or exceed their individual NWEA MAP growth goals in math will improve from 45% to 70% for the 2022-2023 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA Math MAP Assessment

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Region 18 to fully plan and implement Eureka and Carnegie math curriculum. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><br><b>Strategy's Expected Result/Impact:</b> improvement in math lesson implementation and student growth progress measures<br><b>Staff Responsible for Monitoring:</b> Region 18 representatives, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |





| Strategy 2 Details  | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols</p> <p><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

**Goal 3:** The percentage of 4th -6th grade students at Bunche Elementary that meet their STAAR Academic Growth in reading will increase from 67% to 85% as measured by the STAAR Reading Assessment by the end of the 2022-23 school year.

**Performance Objective 1:** At Bunche Elementary, the percentage of 4th-6th grade students that meet their STAAR Academic Growth based on the NWEA MAP Assessment in reading will improve from 67% to 85% by the end of school year 2022-23.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Reading Assessment

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> PLCs will analyze student data, and individual teachers will hold student conferences to set individual student growth goals that will be tracked and monitored.<br><b>Strategy's Expected Result/Impact:</b> student personalized growth charts/folders; teachers can individualize student learning needs in lesson planning and in intervention/tutorials<br><b>Staff Responsible for Monitoring:</b> teachers, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |







**Goal 3:** The percentage of 4th -6th grade students at Bunche Elementary that meet their STAAR Academic Growth in reading will increase from 67% to 85% as measured by the STAAR Reading Assessment by the end of the 2022-23 school year.

**Performance Objective 2:** At Bunche Elementary, the percentage of 4th-6th grade students who meet or exceed their individual NWEA MAP growth goals in reading will improve from 54% to 65% for the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Reading Assessment

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Lisa Hill to fully plan and implement the Fountas and Pinnell curriculum and Texas TEKS. Teachers will receive professional development as well as coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> PLC planning timeframes, assessment alignment, lesson planning alignment and rigor to match TEK expectations<br><b>Staff Responsible for Monitoring:</b> literacy strategist, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction |  | Formative |     |     | Summative |
|   |  | Nov       | Jan | Mar | June      |
|   |  |           |     |     |           |





| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices<br><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols<br><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |

**Goal 3:** The percentage of 4th -6th grade students at Bunche Elementary that meet their STAAR Academic Growth in reading will increase from 67% to 85% as measured by the STAAR Reading Assessment by the end of the 2022-23 school year.

**Performance Objective 3:** At Bunche Elementary, the percentage of 4th-6th grade Economically Disadvantaged students who meet or exceed their individual NWEA MAP growth goals in reading will improve from 54% to 65% for the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Reading Assessment

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Lisa Hill to fully plan and implement the Fountas and Pinnell curriculum and Texas TEKS. Teachers will receive professional development as well as coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><b>Strategy's Expected Result/Impact:</b> PLC planning timeframes, assessment alignment, lesson planning alignment and rigor to match TEK expectations<br><b>Staff Responsible for Monitoring:</b> literacy strategist, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices<br><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols<br><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |





**Goal 3:** The percentage of 4th -6th grade students at Bunche Elementary that meet their STAAR Academic Growth in reading will increase from 67% to 85% as measured by the STAAR Reading Assessment by the end of the 2022-23 school year.

**Performance Objective 4:** At Bunche Elementary, the percentage of 4th-6th grade Hispanic students who meet or exceed their individual NWEA MAP growth goals in reading will improve from 54% to 65% for the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Reading Assessment

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will work with Lisa Hill to fully plan and implement the Fountas and Pinnell curriculum and Texas TEKS. Teachers will receive professional development as well as coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC planning timeframes, assessment alignment, lesson planning alignment and rigor to match TEK expectations</p> <p><b>Staff Responsible for Monitoring:</b> literacy strategist, assistant principals, principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |





| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Fountas and Pinnell curriculum and TEK alignment with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices<br><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols<br><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

**Goal 4:** (LSG) The percentage of 4th -6th grade students at Bunche Elementary that meet their STAAR Academic Growth in math will increase from 64% to 85% as measured by the STAAR Math Assessment by the end of the 2022-23 school year.

**Performance Objective 1:** At Bunche Elementary, the percentage of 4th-6th grade students that meet their STAAR Academic Growth based on the NWEA MAP Assessment in math will improve from 64% to 85% by the end of school year 2022-23.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Math Assessments (hopper/dropper data)

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> PLCs will analyze student data, and individual teachers will hold student conferences to set individual student growth goals that will be tracked and monitored.<br><b>Strategy's Expected Result/Impact:</b> student personalized growth charts/folders; teachers can individualize student learning needs in lesson planning and in intervention/tutorials<br><b>Staff Responsible for Monitoring:</b> teachers, assistant principals, principals<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |





**Goal 4:** (LSG) The percentage of 4th -6th grade students at Bunche Elementary that meet their STAAR Academic Growth in math will increase from 64% to 85% as measured by the STAAR Math Assessment by the end of the 2022-23 school year.

**Performance Objective 2:** At Bunche Elementary, the percentage of 4th-6th grade students who meet or exceed their individual NWEA MAP growth goals in math will improve from 57% to 65% for the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Math Assessments

| Strategy 1 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Region 18 to fully plan and implement Eureka and Carnegie math curriculum. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><br><b>Strategy's Expected Result/Impact:</b> improvement in math lesson implementation and student growth progress measures<br><b>Staff Responsible for Monitoring:</b> Region 18, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction |  | Formative |     |     | Summative |
|  |  | Nov       | Jan | Mar | June      |
|  |  |           |     |     |           |
| Strategy 2 Details   |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.  |  | Formative |     |     | Summative |
|  |  | Nov       | Jan | Mar | June      |

|  |  |  |  |  |
|--|--|--|--|--|
| <p><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols</p> <p><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> |  |  |  |  |
|  |  |  |  |  |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>  |  |  |  |  |







**Goal 4:** (LSG) The percentage of 4th -6th grade students at Bunche Elementary that meet their STAAR Academic Growth in math will increase from 64% to 85% as measured by the STAAR Math Assessment by the end of the 2022-23 school year.

**Performance Objective 3:** At Bunche Elementary, the percentage of 4th-6th grade Economically Disadvantaged students who meet or exceed their individual NWEA MAP growth goals in math will improve from 57% to 65% for the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Math Assessments

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Region 18 to fully plan and implement Eureka and Carnegie math curriculum. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><br><b>Strategy's Expected Result/Impact:</b> improvement in math lesson implementation and student growth progress measures<br><b>Staff Responsible for Monitoring:</b> Region 18, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction |  | Formative |     |     | Summative |
|   |  | Nov       | Jan | Mar | June      |
|   |  |           |     |     |           |
| Strategy 2 Details  |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.   |  | Formative |     |     | Summative |
|   |  | Nov       | Jan | Mar | June      |

|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols</p> <p><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> |  |  |  |  |
|   |  |  |  |  |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>         |  |  |  |  |





**Goal 4:** (LSG) The percentage of 4th -6th grade students at Bunche Elementary that meet their STAAR Academic Growth in math will increase from 64% to 85% as measured by the STAAR Math Assessment by the end of the 2022-23 school year.

**Performance Objective 4:** At Bunche Elementary, the percentage of 4th-6th grade Hispanic students who meet or exceed their individual NWEA MAP growth goals in math will improve from 57% to 65% for the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Math Assessments

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will work with Region 18 to fully plan and implement Eureka and Carnegie math curriculum. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.<br><br><b>Strategy's Expected Result/Impact:</b> improvement in math lesson implementation and student growth progress measures<br><b>Staff Responsible for Monitoring:</b> Region 18, assistant principals, principal<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Teachers will work with Instructional Empowerment to implement Eureka and Carnegie math curriculum with student led academic teaming practices. Teachers will receive coaching and feedback with action steps to improve the quality of TIER I instruction and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student growth measures, teacher growth in improved instructional practices and alignment in planning protocols</p> <p><b>Staff Responsible for Monitoring:</b> IE team, assistant principals, principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |           |     |     |           |





**Goal 5:** Bunche Elementary will improve their overall academic rating, as measured by the state accountability system, from a letter grade "D" to a letter grade "B" by the end of the 2022-23 school year.

**Performance Objective 1:** In the PLC implementation rubric, 100% of teams at Bunche Elementary will achieve or maintain "3-refinement" or "4-internalized" or teams not already at a 3 or 4 will show at least one level of growth on other elements by the end of the 2022-23 school year.

**High Priority**

**Evaluation Data Sources:** PLC Rubric

Evidence (artifacts) aligned to the elements within the PLC Rubric





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The PLC rubric will be shared with staff at the beginning, middle, and end of the year to monitor growth and feedback with action steps will be provided at each meeting attended by the MCL, assistant principal, or principal. Data Driven Instruction (DDI) process will be followed during PLCs and teachers will analyze lessons, exit tickets, assessments, and student work.<br><b>Strategy's Expected Result/Impact:</b> PLC rubric data, DDI protocols, PLC protocols<br><b>Staff Responsible for Monitoring:</b> MCL, Assistant Principal, Principal<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |

**Goal 5:** Bunche Elementary will improve their overall academic rating, as measured by the state accountability system, from a letter grade "D" to a letter grade "B" by the end of the 2022-23 school year.

**Performance Objective 2:** Bunche Elementary will improve the percent of Emerging Bilingual students meeting a minimum of year's growth as measured by TELPAS from 38% to 45%, meeting the Domain 3 TELPAS indicator by the end of the 2022-23 school year.

**High Priority**





**Evaluation Data Sources:** TELPAS  
Summit K-12 BOY, MOY, EOY

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers and interventionist will provide research based instruction for all Tier II and Tier III students based on academic strengths and weaknesses.<br><b>Strategy's Expected Result/Impact:</b> progress monitoring<br><b>Staff Responsible for Monitoring:</b> teachers, assistant principals, ESL support staff, RTI staff<br><br><b>Title I:</b><br>2.4, 2.5  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers will  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

**Goal 5:** Bunche Elementary will improve their overall academic rating, as measured by the state accountability system, from a letter grade "D" to a letter grade "B" by the end of the 2022-23 school year.

**Performance Objective 3:** At Bunche Elementary, at least 90% of students will agree or strongly agree that they have at least one adult at school that cares for them as measured by the K12 Insight Survey.

**Evaluation Data Sources:** K12 Insight Survey  
 Safety Drills and Feedback  
 CKH Survey  
 Parent and Student Survey  
 MTSS Training and Team Support Staff

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Capturing Kids' Hearts systems and routines will be implemented and surveys will be conducted throughout the year.<br><b>Strategy's Expected Result/Impact:</b> surveys, social contracts, behavior questions, consequences,<br><b>Staff Responsible for Monitoring:</b> Process Champion Support Team, AP, Counselors, Principal   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> MTSS team will provide support and ongoing professional development to the staff in regards to the discipline matrix and data feedback, rewards and celebration activities, and actionable steps to improve student outcomes.<br><b>Strategy's Expected Result/Impact:</b> student discipline reports, classroom support, student recognitions and celebrations<br><b>Staff Responsible for Monitoring:</b> MTSS team, assistant principals, principals | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Safety drills will be conducted throughout the year to ensure the safety and understanding of protocols to be followed during an emergency situation.<br><b>Strategy's Expected Result/Impact:</b> safety drill documentation and feedback documentation  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> Student and Parent surveys will be conducted throughout the year and analyzed.<br><b>Strategy's Expected Result/Impact:</b> survey, survey documentation, staff feedback<br><b>Staff Responsible for Monitoring:</b> MTSS team, CKH team, counselors, assistant principals, principal   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                |           |     |     |           |





**Goal 5:** Bunche Elementary will improve their overall academic rating, as measured by the state accountability system, from a letter grade "D" to a letter grade "B" by the end of the 2022-23 school year.

**Performance Objective 4:** The attendance rate at Bunche Elementary will increase from 90% to 94% by the end of the 2022-23 school year.

**Evaluation Data Sources:** 6 Weeks Attendance Reports

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Every classroom will have a social contract that is created by the students with the support of the teacher that facilitates the behavior and treatment of the class community and build a sense of belonging for each member.<br><b>Strategy's Expected Result/Impact:</b> social contract<br><b>Staff Responsible for Monitoring:</b> teachers, assistant principal, principal<br><br><b>Title I:</b><br>2.5, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> 6 weeks awards assemblies will recognize a Bunche Bear award to the students who demonstrate the qualities of strong character.<br><b>Strategy's Expected Result/Impact:</b> 6 weeks recognition, leadership opportunities, documentation of student recognitions<br><b>Staff Responsible for Monitoring:</b> teachers, assistant principal, principal<br><br><b>Title I:</b><br>2.5, 2.6<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |



| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> 6 weeks attendance awards and recognitions for students and parents.<br><b>Strategy's Expected Result/Impact:</b> documentation, student awards , parent awards, 6 weeks celebrations<br><b>Staff Responsible for Monitoring:</b> attendance clerk, teachers, assistant principal, principal<br><br><b>Title I:</b><br>2.5, 2.6<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>                    |           |     |     |           |

# Title I Personnel

| <u>Name</u>    | <u>Position</u>       | <u>Program</u>                   | <u>FTE</u> |
|----------------|-----------------------|----------------------------------|------------|
| Amy Jahay      | teacher               | instruction of students          | 1.0        |
| Ashley Ochs    | teacher               | instruction of students          | 1.0        |
| Claudia Juarez | crisis counselor      | Counseling                       | 1.0        |
| Lydia Bills    | Family Parent Liasion | Family Support/community liasion | 1.0        |
| Shawn Edgerton | reading specialist    | Reading Improvement              | 0.5        |

# 2022-2023 Campus Site-Based Committee

| Committee Role             | Name             | Position           |
|----------------------------|------------------|--------------------|
| Administrator              | Krista Daniel    | Principal          |
| Classroom Teacher          | Irma Ochoa       | teacher            |
| Classroom Teacher          | Coriza Pina      | teacher            |
| Classroom Teacher          | Diane Moss       | teacher            |
| Classroom Teacher          | Sylvia Herrera   | teacher            |
| Classroom Teacher          | Ben Ozuna        | teacher            |
| Classroom Teacher          | Jessica Brown    | teacher            |
| Classroom Teacher          | Ana Sanchez      | teacher            |
| Paraprofessional           | Danica Salazar   | paraprofessional   |
| Parent                     | Claudia Martinez | parent             |
| Community Representative   | Ashley Colquitt  | Community Business |
| Non-classroom Professional | Lydia Bills      | parent liaison     |
| Business Representative    | Elvie Brown      | Community Business |