

**Copperas Cove Independent School District**  
**J.L. Williams/Lovett Ledger Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

District: The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Campus: At Williams/Ledger Elementary, we change lives; one heart, one mind, one community.

## Vision

Copperas Cove ISD. . .  
A Foundation of Excellence A  
Future of Success

Campus: At Williams/Ledger Elementary, every student is empowered for success in a safe, loving environment fostered by compassionate and empathic staff members who value positive relationships and see unlimited potential.

## Core Beliefs

We Believe:

that Copperas Cove ISD is the district of choice for Central Texas  
all students can be successful  
in preparing all students for post- secondary success  
in fostering character development in students to produce good citizens  
in developing a culture of success for all  
innovation fosters enthusiasm in students and staff  
in embracing diversity  
in being good stewards of the taxpayers' dollars  
we are committed to delivering educational programs and services that focus on rigor and relevance for student success  
our staff is dedicated to excellence  
our students feel connected to school and are excited about learning  
good board relations are critical to success  
in being the educational center for the community  
in providing safe and secure schools for students and staff  
in taking pride in being a Copperas Cove Bulldawg

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The staff at J.L. Williams/Lovett Ledger Elementary includes 36 classroom teachers, 5 Interventionists, 2 Special Education teachers (and a vacancy), 5 Special Educational aides, 11 instructional paraprofessionals, and 3 full time administrators and 2 counselors.

The student population is 37.73% White, 18.01% African American, 28.51% Hispanic, 1.13% Asian, 1.99% Pacific Islander, 0% Native American, and 12.62% of the population is considered 2 or more races.

Additionally, the campus serves 69.22% economically disadvantaged students, 10.78% special education students, and 8.37% Limited English Proficient students. Our enrollment averaged around 730 students. Student breakdowns in subpops have stayed consistent to trends in previous years.

We started the year with virtual and in-person learning offered. In August 2020, approximately half of our students participated in virtual learning. With each 6 weeks, more students returned to in-person learning, ending the year with 3/4 students present for in-person learning.

Data used to determine problem statements includes 20-21 STAAR data, BOY, MOY and EOY assessments.

# Student Learning

## Student Learning Summary

### Summary of K-2 (Math)

Skills based report card rubrics and programs such as I-Ready Math, are provided to give teachers the data they need for decision making in regard to student achievement. The problem with using I-Ready effectively is time and the amount of technology on campus. Due to COVID protocols, computer lab usage was limited. This in turn hindered student usage of the program for anything more than just the diagnostic. Students need to use the program for lessons and not just for the diagnostic.

In regard to intervention, teachers use the data they have to move students from tier to tier and are able to voice concerns during 5-week RTI meetings. This provides insight to all teachers involved and makes identifying student needs easier. Communication and collaboration in this way is beneficial to everyone. However, many of the students that were identified were virtual and not on campus to receive services. Many students in need on campus were not receiving intervention services to fidelity. Paras are often pulled away from their assignment to do other things and are unable to provide support to the classrooms on a daily basis. Also, materials being used for interventions need to be more in line with student deficits.

### Summary for 3-5 (Math)

Programs such as I-ready are provided for the use of collecting needed data. The lack of working computers/laptops hinders the effectiveness of I-ready. Also, the availability and the time constraints of using the labs or COWS also makes using the program to its full potential difficult at best. Looking at adding more updated technology on campus so that students can utilize the programs available appears to be the greatest need at this time.

Teachers understand and utilize the process of identifying students that need intervention services and the RTI meetings allow for everyone to collaborate and make decisions in regard to student achievement. The problem is in providing the interventions throughout the tier process. Again, the amount of time that paras are pulled for other duties creates a problem in regard to students receiving needed services with any sort of fidelity. Also, everyone is using different things and trying different methods and this makes it difficult to be successful in regard to intervention. In Math, it is more difficult to pinpoint an area to focus intervention on, because we teach a broad range of skills and they are constantly changing. Teachers should choose an area to focus on during intervention and be able to document the intervention along with the progress monitoring. These things need to be more aligned to each other in order to gauge how students are progressing. With the lack of progress, we have an increase in the number of students qualifying for and receiving Special Education services.

The amount of assistance students receive from teachers has an overall impact on the discrepancies we find between test scores and classroom grades. These two areas should be more in line with one another than they are. When students receive failing grades on daily classwork, they are provided multiple opportunities with a great amount of teacher assistance and are given an inflated grade. Benchmark assessments however are completed independently which creates a discrepancy between classroom grades and assessment grades if they fail. Teachers need to be provided guidelines in regard to giving grades to students that have multiple attempts or complete guided assistance. We should provide opportunities for reteach and redoing assignments, but we should not give them the inflated grade. i

### Summary of 3-5 ELAR

I-Ready and BAS are used to collect data at BOY, MOY, and EOY to assess students' proficiency in reading. ELAR teachers formulate small groups and provide students with specific targeted instruction based on this data and instruction is adjusted based on the needs of the student. Insufficient time to utilize I-ready and other online programs due to the new curriculum timelines has minimized the effectiveness of these programs.

3<sup>rd</sup>-5<sup>th</sup> grade ELAR teachers feel that the unit assessments created from TEKS Resource System are aligned to the level of rigor students experience on their STAAR tests. There is

occasionally a lack of alignment between students' performance on their unit assessments, their end of the year assessments and students' report card grades due to teachers being given full autonomy over what grades they choose to put in their gradebooks. Students are also given the opportunity to attend tutorials where the teacher will reteach specific skills and provide the student with an opportunity to redo a failed assignment. This can cause classroom grades to be higher than what their campus or state assessment data shows.

Students who are not successful and are not showing adequate progress based on formative assessments, are placed into Tier 1 reading and are moved up in the tier system to tier 2 or tier 3 to receive targeted instruction in a small group setting. This is used to help close any gaps the student has in reading. Students are first placed on tier 1 for reading and received targeted small group instruction in the classroom where their progress is monitored by the classroom teacher with para support. Students' progress is discussed at our 5-week data meetings where decisions are made whether to move students up or down off of tier based on their progress. We feel that the RTI progress would be more effective if our students that receive tier 2 services are pulled by an interventionist with fidelity instead of one of the classroom teachers. Often paraprofessionals were not available to assist in classrooms due to being used to cover classes for grade level collaboration time, PLCS, or to cover classes when a substitute teacher was not available. RTI data is used to determine if a student needs to be referred for special education testing based on their lack of progress. For special education students, certain plans or programs such as I-ready is used to help the student close the gaps in their learning. SPED paras also push into the classroom to provide inclusion support to students who have this service included as part of their IEP.

Our Dyslexia students have 504 plans with classroom and STAAR accommodations. They are pulled by Wilson trained teachers to provide their Dyslexia services utilizing Wilson Reading or Just Words.

### **Summary of K-2 ELAR**

I-Ready, m-class, BAS, and report card data provide teachers with data to drive decision making for student achievement. Student progress is monitored using this data along with running records, anecdotal notes and classroom observations. The data is used to drive small group instruction and help identify students who need targeted support through RTI. It has been noted that there is an occasional misalignment between report card grades and performance on assessments given. Teachers were provided support on correct use of rubrics for grading to help with alignment and accuracy. After review of data it was noted that over 50% of students in each grade level 1-2 were reading two or more reading levels below grade level expectation after MOY testing. These students will need additional targeted support.

This year classrooms have utilized Foundations and have been given new resources: F&P Classroom and Heggerty. We have many new teachers, teachers new to the district, and teachers new to grade level in our K-2 classrooms. These teachers need continued support with using the resources we have available to support strong reading instruction within the classroom.

Students receive small group support. When students are identified as not showing adequate progress towards grade level expectations, they begin to be tracked in Tier 1 by the classroom teacher. Student goals are set and progress is monitored. If the student continues to show a lack of progress towards meeting these goals they are then moved to tier 2 and tier 3 for additional support. This support is either provided by classroom teacher or an interventionist. 5-week meetings are beneficial to discuss student progress and to collaborate on how to best meet the needs of the student. Inconsistency with identifying and placing students in RTI has been noted along with inconsistency with services being provided for Tier 2 and 3. The high number of students who has shown a need for intervention has caused students to be pulled at various times throughout the day, even during direct instruction. This frustrates both teachers and students.

Our Dyslexia students have 504 plans with classroom accommodations. They are also pulled by Wilson trained teachers to provide their Dyslexia services utilizing Foundations or the Wilson Reading Program.

### **Student Learning Strengths**

- We build upon what we have
- New F&P Classroom curriculum is very regimental and frees up time for teachers.

- F&P Classroom is a good resource.
- Mclass & Heggerty are good resources and we are seeing academic growth with them.
- 2<sup>nd</sup> and 3<sup>rd</sup> grades math I-ready scores have improved from previous year.
- 5<sup>th</sup> graders have maintained a grade level average of 66-67% from 3<sup>rd</sup> through 5<sup>th</sup> grade in reading benchmarks.
- 5<sup>th</sup> graders have maintained a grade level average of 62-60% from 3<sup>rd</sup> through 5<sup>th</sup> grade in math benchmarks.

# School Processes & Programs

## School Processes & Programs Summary

The following data was reviewed in relation to Instructional, Curricular, Personnel (recruit/support/retain), Organizational and Administrative programs and processes: TELPAS, Master Schedule, CCISD Instructional Handbook, Released STAAR Data, Released STAAR (Growth Predictions), Campus historical performance data, txschools.gov performance and closing the gaps report, CCISD Data Tracker, 2018-2019 TEA TAPR Report.

Findings were noted:

Ninety six percent of teaching staff met the highly qualified status requirements; two staff members who did not meet requirements were hired under the District of Innovation Guidelines (DOI). 16 teachers have 5 or less years of experience, 3 teachers have between 6-10 years' experience, 8 teachers have 11-15 years of experience, 5 teachers have 16-20 years, and 4 teachers have over 21 years of experience. These numbers suggest that there continues to be a need for a mentoring program to provide support and guidance to help grow teachers. The district implemented a mentoring program in 2016-2017 and the program has been proven to be beneficial for new teachers. Professional development will continue to be a vital component to provide opportunities for new teachers to add resources to their toolbox.

Our current number of Special Education Students have grown rapidly, along with our number of Dyslexic students.

Dyslexia is a spectrum disorder, which means that the students have various needs based on where they are on the spectrum. Consequently, it would be helpful to have options of different programs because the variety would better serve students and their various needs.

While there is no STAAR data from last year, our current campus assessments show that some subgroups continue to have academic achievement gaps; White, Pacific Islander, Two or more races, English Language Learners and SPED students.

## School Processes & Programs Strengths

Students are being screened and identified for dyslexia support early on.

Teacher understand and utilize the process of identifying students that needs intervention services and the 5-week RTI meetings allow for everyone to collaborate and make decisions for how to best support students both academically and behaviorally.

Grade levels were given time to collaborate during PLCs every 3 weeks. This allowed teachers to create common assessments, analyze student work and data and plan next steps for instruction and intervention.

Teachers in 3-5 used MOY data to form targeted intervention groups after Spring Break for both Reading and Math.



# Perceptions

## Perceptions Summary

### Summary

The following data were reviewed in relation to the Perception of School Culture, Climate, Bullying, Behavior, Parent Participation, and our Mentor & Mentee Program.

A total of 5 surveys were sent out to Williams/ Ledger Staff (District email) and Parents (via Schoology).

Williams/ Ledger Mentor & Mentee Program Survey

Williams/ Ledger Culture & Climate Survey

Williams/ Ledger Bullying Survey

Williams/ Ledger Behavior Survey

Williams/ Ledger Parent & Family Engagement Survey

Upon review of this data, several findings are noted: Due to Covid-19 Restrictions, via TEA and CDC guidelines for Public Schools to reopen, campus-wide events did not function as normal during the 2020-2021 school year (specific events, incentives, and gathering are listed within each summary).

These findings include:

**Mentor & Mentee Program:** Due to Covid-19 restrictions, expectations in group settings were limited and required 3-6 feet distances from one another and interaction was to be brief. In the past, Mentor & Mentee's socialized with get-togethers, activities, pot-lucks to establish a positive and welcoming. Covid-19 limited face-to-face meetings with one another or in a group setting. PTO (parent-volunteers) and TAFE (CCHS scholars) were not activity involved through-out the district. We, as a committee, believe that Covid-19 restriction impeded the mentor & mentee program this school year, the results of the survey indicate that.

From the survey 54% felt that the program is effective. 67% felt that their mentor/ mentee was approachable, yet time was the overall concern with mentors & mentee's. Only 40% felt that they met with their mentor/ mentee enough throughout the school year.

Looking forward, selection of mentor & mentee should be reviewed carefully (grade levels taught, content being taught, mentor and mentee in the same building preferably same hallway, include Mentor Advisor input on placement). Lack of observation time for constructive feedback from Mentor. Mentee would like to observe educators at different times; instead of, at their conference period. Mentee's would observe the same content each time, which is not realistic.

**Culture & Climate:** Due to Covid-19 restrictions, expectations in group settings were limited and required 3-6 feet distances from one another and interaction was to be brief. In the past, as a campus we had campus/ team building faculty meetings, get-togethers, pot-lucks to help establish campus-wide relationship. We had to eat lunches alone or with only a few people. We, as a committee, believe that Covid-19 restriction impeded the Culture & Climate this school year.

From the survey 56% of staff are happy being an OWL. 57% of those felt valued as being an OWL. 61% stated they are valued on their Team compared to 43% felt valued at the campus level. 70% of OWL's enjoy coming to work. Teacher and paraprofessional recognized they missed notes of encouragement and thank you treats from Administration, PTO and TAFE which were truly appreciated. Communication across all levels is an area which can be continually assessed and improved.

Educators are frustrated with the scripted curriculum and overwhelmed with the amount of 'stuff' that is required to be a teacher nowadays.

**Bullying:** Results from the survey, 48% felt that Bullying is being addressed effectively. Majority of the survey-takers knew the difference between ‘bullying’ and a ‘conflict’, and what constitutes as ‘bullying’. Those that completed the survey knew who to contact to report a bullying investigation. Administration (Principal and/ or AP’s, STOPit App). In the event the counselors are contacted, they (counselor) notify an AP, the AP does the bullying investigation and contacts the parents and notifies teacher of the incident, solution, consequences, etc. Looking forward, some of the educators were not notified on the results of the investigation (lack of communication from Administration).

Several Educators and Para-professionals stated that no one is held accountable. There is inconsistency across classrooms and at Administration level on incidents. Not all scholars receive the same form of consequences.

**Behavior:** Due to Covid-19 Restrictions, campus-wide clubs did not function during the 2020-2021 school year. We were unable to distribute Hoot Loot money to scholars that were following school expectations. Scholars were unable to shop for toys/ treats using their Hoot Loot money. There was no positive incentive for scholars other than classroom treasure box (which was optional). We were unable to participate in Grade Level Top Dawg Ceremony nor allowed scholars to participate in the Spirit Stick award, and Buddy Rooms/ Morning Mentors were not utilized due to restrictions of cross-contamination. We, as a committee, believe that Covid-19 restriction impeded with behaviors this school year, the results of the survey indicate that.

In addition, during in-service training is provided to develop positive relationships with students, set/maintain high expectations, and increase engagement through implementation of best teaching practices. We were provided with professional development in Restorative Discipline (A New and Old Approach to School Culture and Student Behavior) which focused on building relationships with scholars during “circle”/ restorative circles. Notable draw backs, the campus as a whole was not involved due to other professional development opportunities within the district, due to Covid-19 restrictions. Also, not everyone received the training. Restorative Discipline in the classroom was an expectation to work towards, but not enforced. Only 19% of the educators used restorative discipline/ circles in their classroom. Those that used felt ‘circles’ were successful, and scholar spoke freely and felt safe when doing.

Educators and para-professional rated the following on effectiveness: Guidance Lessons (62%), Lunch Groups with Counselors (62%), Individual (53%) and Group Counseling (29%), Conflict Resolution (29%), Parent-Teacher Conferences (52%), Staffing (48%), Teacher Support/ Relationship Building (52%), Restorative Circles (19%),

Effectiveness in Behavior RtI (38%), SAMA (14%), CHAMPS (29%) and ISS (33%) needs to be done with fidelity and consistency by all the staff. Lack of training prior to the start of the school year was noted.

Overall, consistency is key when addressing behaviors of our scholars. Buddy rooms and morning mentors for our Behavior RtI scholars is needed to be proactive. Looking forward, professional development (campus wide) on how to handle continuing changing behaviors of our scholars. Guidance on rebuilding the Behavior RtI and ISS.

**Parent & Family Engagement Survey:** Obstacles that impede parent participation at school: Covid-19 and the TEA/ CDC guidelines and restrictions for visitors on campus. Doreen Vasseur, our Parent Community Outreach Coordinator, goes above and beyond helping and assisting our campus in establishing positive relationships with scholars and their parents. Despite Covid-19, 74% of parents were given the opportunities to be involved in their child’s education. 62% of parents believe the school values their feedback. 58% of parents are aware of the resources the school has available for home use. Communication via Schoology and Skyward has bridged the gap.

Looking forward, workshops can be implemented across different platforms: AM Workshops (18%). PM Workshops (31%), In Person Workshops (27%), On-line Workshops (53%), and Video Conference Workshops (26%).

Suggested Parent Workshops: Improving reading/ math skills (46%), Communication with the school (41%), homework help (29%), STAAR and what it means to your student (27%), Improving your student’s self-image (23%), Technology 101/ Skyward (17%).

Parent stressed more communication is needed from educators (classroom and Administration). Weekly newsletters, weekly updates on what is being taught in the classrooms. Send reminders when an upcoming quiz or test is coming up. Automated telephone calls and Skyward alerts could fill the gap on communication of upcoming events.

## Perceptions Strengths

### Strength

- WLE Announcement NEWS (via Schoology)
- Weekly student recognition through OWLS for the week. (Outstanding Williams/Ledger Students)
- Guidance (SEL)
- Lunch Groups with Counselors
- Lunch Groups with CIS Mrs. White
- Field Day
- Spring Carnival
- Red Ribbon Week
- Career Week
- Start with Hello
- Approachable Educators and Para-professionals
- Strong Foundation/ Partnership at Grade Level (Teams)
- Top Dawg Ceremony in Classrooms
- Community partnership with Raising Cane's, TCHATT, and Starry Counseling Services, "Stuff the Bus"
- Admin Approved Home visits (due to Covid-19 Restrictions)
- Communities in School (backpack program)

# Priority Problem Statements

# Goals

**Goal 1:** All students will show a minimum of one year's growth in both math and RLA.

**Performance Objective 1:** Teachers will provide quality tier 1 instruction

**Evaluation Data Sources:** MAP, Benchmarks, weekly math and reading assessments (3-5), MCLASS, walkthrough, evaluation data

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	Provide coaching and support for new and struggling teachers in all core-content areas.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
2	Provide weekly PLCs in core-content areas.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
3	Conduct instructional focus walks with admin and IC.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
4	Conduct data meetings after major assessments to respond to student needs.				

**Campus's will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue

**Goal 2:** Williams Ledger Elementary will recruit and retain high quality staff for all positions.

**Performance Objective 1:** Williams Ledger Elementary will recruit and retain high quality staff for all positions.

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	Provide support, provide resources, and create a collaborative environment where teachers feel valued, respected, and empowered. Conduct data meetings after major assessments to respond to student needs.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
2	Attend job fairs, networking with current staff and community members, and local colleges.				

**Campus’s will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue

**Goal 3:** Develop a comprehensive parent/community involvement plan that provides opportunities for parents and community members to assist in supporting the academic, social, emotional and physical growth of students.

**Performance Objective 1:** Work with the parent liaison to provide parent involvement opportunities.

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	Create parent involvement room.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
2	Create parent area at lunch.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
3	Conduct parent classes.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
4	Implement family nights.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
5	Invite parents to campus activities				

**Campus's will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue

**Goal 4:** Increase teacher utilization of technology to enhance instruction for students.

**Performance Objective 1:** Teachers will be trained how to use available technology.

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	Conduct Digital Learning for training opportunities				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
2	Train grades 3-5 math teachers how to use the slate with Sharon Wells				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
3	Train teachers how to use the EPSON projectors and pens				

**Campus’s will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue



**Goal 4:** Increase teacher utilization of technology to enhance instruction for students.

**Performance Objective 2:** Students will learn how to leverage technology to enhance learning.

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	The librarian will teach students how to use technology to show their understanding of concepts.				

**Campus’s will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue

**Goal 5:** Provide a positive school climate based on a clearly defined mission and vision.

**Performance Objective 1:** Train teachers on the PBIS framework.

**Goal 5:** Provide a positive school climate on a clearly defined mission and vision

**Performance Objective 2:** The campus will adhere to CHAMPS expectations for classroom and common areas within the school.

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	Train teachers in the beginning of the year.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
2	Monitor the implementation of CHAMPS.				

**Campus’s will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue

**Goal 5:** Provide a positive school climate based on a clearly defined mission and vision.

**Performance Objective 3:** We will utilize proactive and responsive support services in relationship to student needs.

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	The school counselors will provide guidance lessons.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
2	Train teachers on the behavior RTI process.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
3	Train teachers on restorative discipline practices.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
4	Teachers will provide SEL lessons per the district curriculum.				

**Campus's will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue

**Goal 5:** Provide a positive school climate based on a clearly defined mission and vision.

**Performance Objective 4:** Decrease office referrals.

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	Increase teacher and parent communication regarding student behavior.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
2	Provide ongoing classroom management training.				

**Campus’s will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue

**Goal 6:** Reduce the gap of our special education students across grade level and content areas.

**Performance Objective 1:** The special education students will show growth on assessments.

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
1	Use research-based materials, Wilson and Do the Math, for resource special education students				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
2	Resource teachers will attend weekly PLCs with the ICs.				

Strategy	Details	November Formative Review	January Formative Review	March Formative Review	June Summative Review
3	Resource teachers will analyze and respond to assessment data.				

**Campus’s will be rated as:** No Progress, Accomplished, Continue/Modify and Discontinue