New Caney Independent School District

Kings Manor Elementary School

2023-2024 Improvement Plan

Accountability Rating: B

Board Approval Date: October 16, 2023
Public Presentation Date: October 16, 2023

Mission Statement

KME will REACH, INSPIRE and ACHIEVE academic, social and emotional excellence to prepare our students for the reality of tomorrow.

Journey to Excellence

- REACH
  - We will prioritize increasing rigor and fluency in regard to tier one instruction.
- INSPIRE
  - We will inspire students by providing engaging lessons that allow students to connect to real world experiences.
- ACHIEVE
  - We will provide opportunities for higher order thinking in all settings while meeting each student's individualized academic, social and emotional needs in a multiculturally rich environment.

Vision

At Kings Manor Elementary, we strive to reach, inspire, and achieve academic, social, and emotional excellence, preparing our students for the REALITY of tomorrow. As the world attends Kings Manor Elementary, diversity thrives and unity shines, bridging languages and cultures to create a vibrant tapestry of understanding.

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Comprehensive Needs Assessment

Revised/Approved: June 12, 2023

Needs Assessment Overview

Demographics

Demographics Summary

Kings Manor Elementary (KME) is a PreK-5th grade elementary campus that also contains an ECSE & RISE Special Education Program. According to the 2022-23 data, KME is a very diverse school in which over 23 languages are spoken among the 819 students enrolled on campus. Demographics of the KME students have remained similar over a 3 year comparison with a slight increase in African American students. The percent of ESL students enrolled continues to increase each year over a three year comparison as well as the economically disadvantaged enrollment population has increased to 52.75%. The mobility rate at KME has increased recently from 13% to 16%.

KME faculty of 76 employees consists of the following: certified teachers, specialists, administrators and para-educators.

*Teacher retention rate of 90%

*Teacher/Student ratio is at 1/20

General Community information includes an active Parent Teacher Organization, community involvement in Spirit Night fundraisers and Infinity Early College High School students volunteer at KME on a regular basis to serve their community and assist KME students.

Family Engagement activities offered at KME include:

*Meet the teacher night & Open House

*GrandEvent

*PTO meetings

*Book Fairs

*Math/Science night

*Literacy night

*Spirit Night at Randall Reed Stadium

*Multiple Musical programs

*Gifted and Talented showcases

*Talent show

*End of Year Awards program

*Student Fun day

*Genius Hour

*BooHoo Yahoo Breakfast

*Popcicles with the Principal

*Fall Festival Boo Fest

*STEM Night

*Parent Teacher Conferences

*Films on the Field

Demographics Strengths

Kings Manor Elementary is a culturally diverse school with an active PTO and Parenting Partners training workshop. 100% of classroom teachers are ESL certified. 17.34% of our students are considered EB and we have over 23 languages spoken on campus.

Our school and PTO has partnered with many local businesses for spirit night fundraisers and help with other needs throughout the year including: Marcos pizza, Slim chickens, Culvers, Chick-Fil-A, Kroger, Jason's Deli, Sonic, HEB, and Showbiz cinemas. Our campus offers a campus wide STEM education program that equipts students with skills neccessary for success in the modern world and prepares students for the challenges of the 21st century.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 84% of mobility students do not reach the Meets Standard on Math or Reading STAAR.   **Root Cause:** Interventions for new students enrolling at the campus do not happen quick enough.

Student Learning

Student Learning Summary

According to Texas Education Agency's Accountability Summaries In 2022 KME scored the following:

3rd grade Math - 58% Approaches, 22% Meets, 6% Masters

3rd grade Reading - 46% Approaches, 20% Meets, 6% Masters

4th grade Math - 77% Approaches, 41% Meets, 24% Masters

4th grade Reading - 62% Approaches, 20% Meets, 19% Masters

5th grade Math - 80% Approaches, 56% Meets, 38% Masters

5th grade Reading - 76% Approaches, 33% Meets, 13% Masters

5th grade Science - 68% Approaches, 35% Meets, 16% Masters

Students need access to high quality and current topic library books. Currently libraries have outdated collections and are in need of a refresh to provide high quality print and digital literature for all students in a library setting. Media specialists are not certified librarians and experts in library collection development. Collections are in need of weeding and updated resources. Due to COVID our schools have fallen behind with library collection development to support student learning.

Student Learning Strengths

KME has a focus on student achievement; specifically, student growth and growth mindset. Student progress is viewed and tracked regularly through the use of AIMSWEB, DRA and monthly reading running records, district assessments, campus checkpoints and teacher notes from guided reading and math groups. Quality Tier 1 instruction and Tier 2 intervention are provided by the classroom teacher and Tier 3 intervention is provided by the RTI specialist and RTI instructional support staff. All KME students, Kinder-Fifth grade, set individual academic goals and keep progress of their goals with a goal folder and data tracking sheets. These can be used during student/teacher conferences, parent/teacher conferences and for individual reflection on student growth and achievement. The regular use of the goal tracking folders help our students keep a focus on growth and having a growth mindset.

According to the Texas Education Agency's Accountability Summaries, Kings Manor Elementary has shown growth in the percent of students who scored in the Meets grade level and Masters grade level in the following subjects: Reading, Math, Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic achievement targets in reading and math have not been met for our White and Asian student groups in reading and math for the past 3 years . **Root Cause:** Lack of focus on student growth data and targeted TEKS focus during instruction.

Problem Statement 2 (Prioritized): 84% of mobility students do not reach the Meets Standard on Math or Reading STAAR. **Root Cause:** Interventions for new students enrolling at the campus do not happen quick enough.

Problem Statement 3 (Prioritized): KME students have not shown enough progress of students scoring in the Meets and Masters category in Reading and Math on the STAAR assessment according to the state accountability data. **Root Cause:** Additional focus on small group, explicit and targeted instruction using high yield strategies is not a priority when planning.

Problem Statement 4 (Prioritized): Libraries have outdated collections and are in need of a refresh to provide high quality print and digital literature for all students in a library setting **Root Cause:** Media specialists are not certified librarians and experts in library collection development. Collections are in need of weeding and updated resources.

Problem Statement 5: KME students have not shown enough progress of students scoring in the meets and masters category in 5th grade STAAR Science. **Root Cause:** Academic vocabulary is not being taught to the rigor of the TEK and real life application experiences is not being provided to the extent needed.

School Processes & Programs

School Processes & Programs Summary

100% of teachers at KME are state certified. All teachers are ESL certified and most have obtained their GT certification. Teachers are evaluated using the T-TESS appraisal tool and are coached in areas specific to their needs. All first year teachers are provided a mentor teacher and attend monthly district training sessions. Team leaders and grade level teams provide support to new and veteran teachers. Four full time instructional coach and media specialist offers ongoing professional development in and out of the classroom, guidance and resources to teachers through campus PLC, weekly planning and follow-up. Additional professional development is offered through contracted consultants, district and after school training's.

Teachers meet weekly to collaboratively plan for instruction focusing on Depth of Knowledge (DOK) levels, guiding questions and academic vocabulary. Students show evidence of authentic work and real-world application through lesson activities that represent the "why" of learning. Teachers are expected to engage students in authentic problems outside of worksheets and provide small group instruction. Students make cross-curricular connections by incorporating literature into math and science lessons as well as language arts classes that involve science and social studies topics using mentor texts. District assessments are given per nine-weeks for math, science, and reading. Teachers use daily formative assessment with guiding questions, exit tickets, small groups, conferring with students, total response questions, along with district benchmarks to monitor student achievement. Teachers use data obtained through observation, small group, DRA, BOY and CBA testing to determine student progress. The findings are monitored by teachers and posted in the PLC room to be reviewed through RTI Care Team meetings. When students do not make progress, additional intervention is provided through the RTI process.

KME has a 'Focus' period (Koala Time) built into the school day for each grade level to provide student intervention and/or enrichment. All support program staff members are available to assist students during the Koala Time, including Dyslexia, ESL, Special education, Tier 2 and Tier 3 instruction, GT, along with instructional aides. Needs vary from subject area to subject area, as well as objective to objective; therefore, these are fluid groups with students receiving support for their individual needs. In addition, teachers provide before school tutoring for students who need additional supports.

KME integrates technology applications into student learning opportunities within the classroom that will provide students with a solid foundation of technology skills and applications that can easily transfer to middle school level, and beyond. KME students have one to one devices in PreK - 5th grade. Students regularly use technology devices for assessment, practice, research, textbook access, and sharing of their work. Students are encouraged to utilize technology skills that support higher level thinking and to become producers instead of just consumers with regards to technology.

KME Teachers guide students with setting personal and academic goals. Students and teachers graph the growth and measurement with data folders to monitor progress.

KME is in year four of utilizing 7 Mindsets social and emotional learning curriculum on campus. To extend this curriculum KME students and teachers take part in a 7 part house system to enhance a sense of community, belonging and cooperative team work.

KME is in year one of implementing a campus wide STEM Educational program through the use of the engineering design process. This program will enhance our students problem solving skills to prepare them for the REALITY of tomorrow.

School Processes & Programs Strengths

A network of collaborative support is consistently used at KME in order to support staff retention and student success. Grade level teams meet weekly to plan for instruction. A bi-weekly schedule is utilized for regular PLC meetings to provide for on-going professional development by the instructional coach, student success coach, administration, RTI specialist, or Media Specialist. Vertical committees meet monthly to ensure alignment and plan events and activities involving the school community. Feedback is received from teachers after PLC training's to help form additional professional development plans and meet the learning needs of the faculty. Teachers are regularly invited to attend weekly learning walks and Watch-Me Wednesdays to observe practices that have proved successful in other classrooms.

The master schedule is arranged to minimize multiple transitions throughout the day and maximize instructional time. Teachers are informed of the district instructional minute expectations and class schedules reflect these expectations. Teachers and administration participate in weekly classroom learning walks to observe and highlight the learning happening in the classrooms. In addition to team planning, a regular Professional Learning Community (PLC) meeting is held to review data gathered from learning walks, provide ongoing professional development, analyze student data and plan additional PD or for resources needed.

Students participate in problem-based learning experiences to ensure transition and mastery of concepts. Additionally, students take ownership of their learning by setting goals, charting their progress and celebrating their successes.

Kings Manor students use Chrome-books regularly in the classroom to create projects and digital research using the district LMS Canvas. They regularly use other technology applications such as Google docs, sheets, slides, Flipgrid, Nearpod, Book creator, Pebblego and more. Students take assessments online through Google Classroom, Kahoot, and Happy Numbers.

The implementation of the 7 Mindsets with the house systems have been a huge strength in the programs and processes at KME. Teachers, Parents and students have been excited to join their house group and participate in the planned activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): KME students have not shown enough progress of students scoring in the Meets and Masters category in Reading and Math on the STAAR assessment according to the state accountability data.   **Root Cause:** Additional focus on small group, explicit and targeted instruction using high yield strategies is not a priority when planning.

Problem Statement 2: District benchmark assessments were given too far apart for specific feedback and intervention to be implemented.   **Root Cause:** Lack of campus based checkpoint assessments and access to assessment bank.

Problem Statement 3 (Prioritized): 84% of mobility students do not reach the Meets Standard on Math or Reading STAAR.   **Root Cause:** Interventions for new students enrolling at the campus do not happen quick enough.

Perceptions

Perceptions Summary

Kings Manor provides a safe and orderly learning environment focused on the academic, social and emotional needs of all students. According to the 20231 teacher & parent survey results Kings Manor Elementary is a place where students and teachers want to be. Parents feel safe and that their opinions are valued.

Efforts that help shape our school culture and climate include monthly recognition of the 7 Mindsets, No Place for Hate Student coalition with campus wide anti-bullying activities, Koala cash used in the student Koala store, positive office referrals, and celebration of student growth.

KME hosts a series of events each year to promote parental and community involvement. An annual Meet the Teacher night is conducted each fall. Annual academic nights are evenings focused on content related games and material; these are held each semester focusing on either Math/Science or Reading/Writing. Holiday musicals and choir performances take place regularly throughout the year. GT showcases take place each semester. The library hosts a fall and spring book fair. The PTO hosts several events each year including fall/ winter festiva and color run.

KME has a tradition of having a safe and caring learning environment. Parent surveys are sent out each year to gather information regarding parents' perception of how our school is performing in the area of school atmosphere/climate, communication between home and school, and staff performance on behalf of students. KME leadership team members reflect on the comments made by parents on the surveys and make recommendations for any changes needed to improve our performance as perceived by our community.

KME sends out a climate survey to the faculty each year. Of those who completed the survey there is an overall positive atmosphere on campus and employees are happy to work there. They feel the administration supports collaboration and the learning and development of new skills.

Perceptions Strengths

Parents and students feel safe and welcome at KME. Success is celebrated with our PBIS initiatives as indicated through our website, Facebook and Twitter posts. KME celebrates the 7 Mindsets: Everything is Possible, Passion First, We are Connected, 100% Accountable, Attitude of Gratitude, Live to Give, and The Time is Now. Students are chosen and celebrated each month at our Students of Character celebration. Additionally, students showing positive behavior are rewarded with Koala cash to use at the Koala store for incentives. Teachers refer students to the office with a Positive office referral and a positive phone call is made to parents celebrating the student. Attendance is celebrated in the classrooms and by administration.

Several extra programs are offered at KME including Honor Choir, Broadcast team, UIL, No Place for Hate Student Coalition and Garden clubs and STEM Education.

Kings Manor Elementary consistently has a high number of participants in attendance at school functions. Administration and faculty collaborate with PTO and other parent volunteers in order to plan additional events and activities for family and community involvement. Current annual events include: Academic nights, Musical performances, GT and Dual Language Showcase nights, Book fairs, Grade Level Field Trips, Color Run, Astros Game, Fine Arts Festival, Open House, Meet the Teacher, End of year Fun Day, Semester Awards Program, PTO meetings.

Teachers are happy to work at KME and appreciate their administrators.

Priority Problem Statements

Problem Statement 1: 84% of mobility students do not reach the Meets Standard on Math or Reading STAAR.
Root Cause 1: Interventions for new students enrolling at the campus do not happen quick enough.
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Academic achievement targets in reading and math have not been met for our White and Asian student groups in reading and math for the past 3 years .
Root Cause 2: Lack of focus on student growth data and targeted TEKS focus during instruction.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: KME students have not shown enough progress of students scoring in the Meets and Masters category in Reading and Math on the STAAR assessment according to the state accountability data.
Root Cause 3: Additional focus on small group, explicit and targeted instruction using high yield strategies is not a priority when planning.
Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Libraries have outdated collections and are in need of a refresh to provide high quality print and digital literature for all students in a library setting
Root Cause 4: Media specialists are not certified librarians and experts in library collection development. Collections are in need of weeding and updated resources.
Problem Statement 4 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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: KME will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

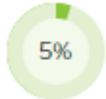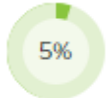**Performance Objective 1:** KME will increase performance of all 3rd-5th grade students in the areas of Meets Grade Level and Masters Grade Level of the state assessment for Reading, Math and Science by 10%. Students in Prek-2 will make one year's growth on their assessment measures.

Evaluation Data Sources: STAAR/TELPAS results will be disaggregated to determine performance growth of 3rd-5th grade students. TELPAS, DRA, AIMSWEB, CBA's, CLI, student goal folders, report card grades and TXKEA will be reviewed to determine growth of students in PreK-2.
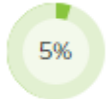
Strategy 1 Details	Reviews			
Strategy 1: Teacher instruction will be based on the TEKS. Academic and Student Success Coach will be utilized to support instruction in the classroom.	Formative			Summative
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Student scores, CBAs, and performance on daily tasks will increase as the year progresses. **Staff Responsible for Monitoring:** Principal, Coaches, and classroom teachers. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional coach - Title I - $1,800, Title 1 Tutors - Title I - $300, Classroom Teachers - Title I - $200	5%	5%	5%	

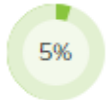| Strategy 2 Details	Reviews			
Strategy 2: Instruction and/or materials (math, science and literacy manipulatives, classroom libraries, mentor texts, fine arts supplies, science/ STEM kits) will be provided and differentiated for students as seen appropriate. Staff PD will be provided through contracted services in math, reading, writing, STEM and science, PLC with instructional coach, student success coach, and book studies to improve differentiated activities and documentation of strategies used. This will support our LRE district initiative.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Test results, teacher observations, diagnostician's input, I.E.P., teacher lesson plan documentation of modifications, staff development strategies implemented, decrease in office referrals and student increase of time in the classroom, report cards and progress reports **Staff Responsible for Monitoring:** Principal/AP and Sped Teachers, Gen Ed Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Blythe Brown Consulting - STEM PD - Title I - $7,200, Instructional Coach - Title I, Cain - Math PD - Title I - $7,225, supplemental supplies and materials & books - Title I - $12,000, Tumy Consulting PD - Title I - $3,000, STEM Instructional Coach - State Compensatory Ed - $72,909, STEM Aide - Title I - $28,442, Online student math program ST Math - ESSER III Grant ARP - $6,667, Online student science program Generation Genius - ESSER III Grant ARP - $846	5%	5%	5%	

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be given an opportunity during PLC and summer in-service to review STAAR materials, STAAR item analysis and disaggregate STAAR results. Grades PK-2 will review data sources for mastery of TEKS.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher's use of item analysis to improve instruction, lesson plans, data notebooks. **Staff Responsible for Monitoring:** Principal, RTI, Counselor, all teachers, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Local	5%	5%	5%	

Strategy 4 Details	Reviews			
Strategy 4: Technology for Pre-K-5 will be used to increase and enhance reading, math and science skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Individual student improvement in test scores.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Media specialist, RTI specialist, dyslexia teacher, principals, ESL specialist, all teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - State Compensatory Ed, - State BIL/ESL - $0	5%	N/A		

Strategy 5 Details	**Reviews**			
Strategy 5: Special Education teachers and aides will be available for all identified students needing Special Education assistance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of IEP objectives mastered, number of students being served, report cards, decrease in failure rate each grading period, and improved levels of student performance on STAAR. **Staff Responsible for Monitoring:** SPED Teachers and administrators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** - Local	**Oct** 5%	**Dec**	**Mar**	**June**

Strategy 6 Details	**Reviews**			
Strategy 6: KME will utilize intervention personnel, such as RTI specialist, RTI para, GT teachers, Academic Coach, Student Success Coach, to provide additional acceleration for all students, to support student learning and raise academic achievement as well as monitor their progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in student data from CBAs, report cards and progress reports. Progress will be shown for students receiving interventions through SPED, dyslexia, and RTI. **Staff Responsible for Monitoring:** PreK - 5 Teachers, RTI, Admin, Dyslexia specialists, SPED , Academic coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Local, RTI Specialist - State Compensatory Ed - $72,909	**Oct** 5%	**Dec**	**Mar**	**June**

Strategy 7 Details	**Reviews**			
Strategy 7: The KME media/library & audio/visual technology collection will be enhanced focusing on additional multicultural media and literature.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in multicultural media and literature on campus to reflect the culturally diverse community at KME. **Staff Responsible for Monitoring:** Media Specialist **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local, - Title I	**Oct** 5%	**Dec**	**Mar**	**June**

Strategy 8 Details	**Reviews**			
Strategy 8: KME will screen and provide interventions and accommodations for students with dyslexia tendencies and related disorders. Substitutes will be provided for teachers attending intervention and training. Students will be screened using Aims Web and Esperanza. In order to provide targeted reading instruction additional resources and materials will be needed to meet their reading needs.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Participant documentation, Review of referrals for dyslexia testing, 504 meetings and documentation, CARE team documentation. **Staff Responsible for Monitoring:** Dyslexia teacher, principal, AP, RTI teacher **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy** **Funding Sources:** Dyslexia teacher - State Compensatory Ed - $41,196, Dyslexia Specialist - State Compensatory Ed - $21,539	5%			

Strategy 9 Details	**Reviews**			
Strategy 9: Google read and write will be available for SPED students in the classroom to help increase fluency and vocabulary in all subjects.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Student progress, STAAR results, increase in the mastery of objectives on alternative assessments. **Staff Responsible for Monitoring:** Special Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**	5%			

Strategy 10 Details	**Reviews**			
Strategy 10: Kings Manor with New Caney ISD will participate in the Migrant Education Co-op with Region VI Education Service Center	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Migrant Education Program survey from Region VI ESC **Staff Responsible for Monitoring:** PEIMS Secretary, Director of Bilingual/ESL **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	5%			

Strategy 11 Details	Reviews			
Strategy 11: The potential for students to achieve higher education beyond high school will be emphasized.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Counselor and guest visits to classrooms, Future Fridays, and career day. **Staff Responsible for Monitoring:** Counselor, administration and teachers. **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local	**Oct**	**Dec**	**Mar**	**June**
	5%			

Strategy 12 Details	Reviews			
Strategy 12: Teachers will follow district curriculum, resources provided in Canvas, lesson plans, and research based bests practices to ensure student growth and achievement.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Solid Tier 1 instruction for all students that is research based, teaches to the TEKS and DOK needed, and vertical alignment of content. **Staff Responsible for Monitoring:** All teachers, instructional coach, and principals. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	5%			

Strategy 13 Details	Reviews			
Strategy 13: ESL will be offered to PreK - 4th grade non-English speaking students.	**Formative**			**Summative**
A two way dual language program for 5th grade will be offered.	**Oct**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Enrollment of students in program **Staff Responsible for Monitoring:** Teachers, ELL Specialist and Administration **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local	5%			

Strategy 14 Details				Reviews			
Strategy 14: Instructional support personnel will be provided to help EL and At-Risk students achieve higher levels of performance in Reading, Math, Writing, and Science. ELLevation instructional strategies will be used to increase English language acquisitions. Provide support for students to meet TELPAS goals. (technology, headset with microphone)				**Formative**			**Summative**
				Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Improvement of student performance on checkpoints, benchmarks, progress reports, report cards, and STAAR. **Staff Responsible for Monitoring:** Principal, Counselor, Assistant Principal, Media Specialist Aide, iStation Aide, Computer Lab Aide, Dyslexia Teacher , RtI Specialist, ELL Specialist and ELL Aide. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Ellevation - ESSER III Grant ARP - $935, PK Aide - State Compensatory Ed - $48,544				5%			

Strategy 15 Details				Reviews			
Strategy 15: Learning walks will be scheduled monthly to allow teachers to learn and collaborate together to improve instruction and student performance.				**Formative**			**Summative**
				Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Campus wide improvement on student achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - Local				5%			

Strategy 16 Details				Reviews			
Strategy 16: T-TESS will be used as a coaching tool for teachers to reflect and revise their instruction practice to improve instruction and student performance.				**Formative**			**Summative**
				Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Student improvement. **Staff Responsible for Monitoring:** Principal and Asst. Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Local				5%			

Strategy 17 Details	Reviews			
Strategy 17: Immigrant students and parents will learn about American culture and interactions in the school system with a focus on literacy. **Strategy's Expected Result/Impact:** Increased participation in academic family nights. **Staff Responsible for Monitoring:** Administrators and teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Local	Formative			Summative
	Oct	Dec	Mar	June
	5%			

Strategy 18 Details	Reviews			
Strategy 18: An Instructional Coach will be provided to help improve student achievement by supporting teachers through effective PD, resources, coaching and teaching best practices. **Strategy's Expected Result/Impact:** Improvement in academic areas on CBA's, STAAR, Reading levels. Improved T-TESS scores of teachers. **Staff Responsible for Monitoring:** Administrators, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Instructional Coach - State Compensatory Ed - $38,184, Instructional Coach - Title I - $83,252	Formative			Summative
	Oct	Dec	Mar	June
	5%			

Strategy 19 Details	Reviews			
Strategy 19: Vertical Teams will set goals and align school wide instruction in all academic areas including academic field trips, PBIS/discipline, goal setting and tracking, growth mindset and improved attendance. **Strategy's Expected Result/Impact:** Improvement on CBA's, STAAR, Reading levels, attendance, and less office referrals **Staff Responsible for Monitoring:** Administrators, Team Leaders, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Local	Formative			Summative
	Oct	Dec	Mar	June

Strategy 20 Details	Reviews			
Strategy 20: Special Education Teachers, in conjunction with classroom teachers, will develop an Intensive Program of Instruction to be used for all 4th and 5th grade students who did not score at the approaches level on STAAR **Strategy's Expected Result/Impact:** Student progress, STAAR results **Staff Responsible for Monitoring:** Classroom teacher, SPED teacher, Administrators, counselor **Additional Targeted Support Strategy**	Formative			Summative
	Oct	Dec	Mar	June

Strategy 21 Details				**Reviews**			
Strategy 21: Use of Reading assistant plus, reading intervention program, will be utilized for SPED and RTI students				**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement, STAAR results				**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teacher, SPED teacher, RTI specialist, Administrators, Media Specialist **Additional Targeted Support Strategy** **Funding Sources:** - Local							

Strategy 22 Details				**Reviews**			
Strategy 22: KME will implement HB3 PK-3 reading and math proficiency goals. Professional development, teacher resources and student resources will be purchased to implement goals with fidelity to reach targets for student learning.				**Formative**			**Summative**
				Oct	**Dec**	**Mar**	**June**
TEA Priorities: Build a foundation of reading and math **Funding Sources:** - Early Education Allotment							

Strategy 23 Details				**Reviews**			
Strategy 23: We will improve STAAR Reading Performance Data by 10% through the use of consulatative professional development services.				**Formative**			**Summative**
				Oct	**Dec**	**Mar**	**June**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Literacy Consultant - Title I - $3,000							

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: KME will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 2: Kings Manor Elementary student attendance rate will increase from 92.92% to 97% for the 2022-23 school year.

    Evaluation Data Sources: Student attendance will meet or exceed the Kings Manor Elementary performance objective as indicated by end-of-year reports and the TAPR report.

Strategy 1 Details		Reviews			
Strategy 1: Parents of absent students will be contacted by the classroom teacher after two consecutive days.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Log of contacts.		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers **TEA Priorities:** Build a foundation of reading and math					

Strategy 2 Details		Reviews			
Strategy 2: Parents of students with attendance and tardy problems will be notified in writing and then referred to Attendance Committee.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Attendance committee documentation and decreased student absences. **Staff Responsible for Monitoring:** Attendance clerk, AP, committee member teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local					

Strategy 3 Details		Reviews			
Strategy 3: Teachers and Admin will recognize students who have perfect attendance at Student Award Assemblies for grades K-5 each semester and end of year. Teachers will reward House Points to students in attendance.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in number of students recognized for no tardies and good attendance. **Staff Responsible for Monitoring:** Principal and Teachers, Attendance clerk, Secretary. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local					

Strategy 4 Details		Reviews			
Strategy 4: A weekly report of class, grade level and school attendance records will be provided to the campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring and reporting of actual attendance records		Oct	Dec	Mar	June
Staff Responsible for Monitoring: Attendance clerk, PEIMS office, administration, teachers, campus secretary **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

Strategy 5 Details		Reviews			
Strategy 5: Principal will recognize students who are in attendance from bell to bell each 9 week grading period.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students on time and in attendance all day everyday.		Oct	Dec	Mar	June
Staff Responsible for Monitoring: Attendance clerk, principal, AP, classroom teacher **TEA Priorities:** Build a foundation of reading and math					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: KME will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 3: KME will foster the use of technology as an effective instructional strategy.

    Evaluation Data Sources: Bright Bytes surveys.

Strategy 1 Details		Reviews			
Strategy 1: KME will continue to partner with the district 1:Vision 1:1 program for students in grades PreK-5 and focus on the integration of technology use into instruction and Blended Learning strategies.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Innovative Blended Learning classroom environments that foster student growth.
    Staff Responsible for Monitoring: Principal, Director of Technology, Coordinator of Instructional Technology, Media Specialist, Teachers
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
    Funding Sources: - Title I - $25,000, - Local, - ESSER II Grant CRRSA - $3,562					

Strategy 2 Details		Reviews			
Strategy 2: KME with help of the Media Specialist will provide PD to staff that supports Blended Learning and technology integration. Data received from the Bright Bytes survey will guide the PD provided on campus.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Workshop registrations, Bright Bytes survey, Canvas course development, innovative student products.
    Staff Responsible for Monitoring: Media Specialist, admin, director of instructional technology, teachers
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools					

Strategy 3 Details		Reviews			
Strategy 3: KME will budget to continue and expand the integration of Maker-spaces into the Media center as well as add additional innovative programs to support Blended Learning.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Observation of blended learning strategies in the classroom.					

Staff Responsible for Monitoring: Media Specialist, administration, Director of Digital Learning, instructional specialists.

TEA Priorities:
Improve low-performing schools

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: KME will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 4: KME will provide a high quality, comprehensive counseling program through the implementation of curriculum for social and emotional learning and well-being of all students on campus.

Evaluation Data Sources: 7 Mindsets portal, scope and sequence of lessons, student work displayed, decrease in discipline referrals,

Strategy 1 Details	Reviews			
Strategy 1: PD will be provided for implementing the 7 Mindsets curriculum and book study for all faculty and staff. Counselor will create a lesson scope and sequence for teachers to follow to introduce each lesson.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: lesson calendar, lesson plans and activities, student survey will reflect needs for social emotional needs being met at school. **Staff Responsible for Monitoring:** Administration, Dir of Advanced Academics and Counseling, Counselor, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Counselor PD - Title I - $800				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: KME will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 5: Provide access to updated, high quality print and digital library resources to support literacy initiatives.

Evaluation Data Sources: Library system check out statistics.
Records of library materials by age, check out numbers, and relevant, current content.

Strategy 1 Details	Reviews			
Strategy 1: Analyze current library records, identify areas of need and purchase resources to update the campus library collections.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have access to check out library resources that are of high interest and relevant to help cultivate a culture of literacy to support student achievement. **Staff Responsible for Monitoring:** Digital of Digital Learning, Campus Principal, Campus Media Specialist **Funding Sources:** Updated print and digital library resources - ESSER III Grant ARP - $16,666				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: KME will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 6: KME will provide opportunities for students to participate in game based TEKS instruction involving fitness activities to address health, wellness and learning loss due to COVID-19.

Strategy 1 Details	Reviews			
Strategy 1: Due to COVID-19 students may not have had ample opportunities to participate in rigorous physical activity that may have affected the health and wellness of the student population. To increase participation in physical activity, all elementary gymnasium facilities will be equipped with the Lu Interactive Playground System. The system transforms the gym into an interactive learning space that combines core subject material, including TEK aligned math, science, RLA and social studies content and highly engaging game play.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will increase health and wellness as well as improve classroom TEKS performance using the interactive playground system. **Staff Responsible for Monitoring:** Campus Principals, PE Teachers **Funding Sources:** - ESSER III Grant ARP - $25,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: KME will provide a safe and orderly environment that promotes learning for all students.

Performance Objective 1: KME will educate all staff and students on drug & violence prevention, school safety rules, conflict resolution, prevention and reporting of bullying.

    Evaluation Data Sources: Decrease in discipline referrals, climate survey of students, parents and faculty to determine effectiveness of programs.

Strategy 1 Details	Reviews			
Strategy 1: All students and parents will be informed about the Student Code of Conduct. Parents will receive a copy upon request.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Signed parent letters and office documentation. Decrease in discipline referrals
     Staff Responsible for Monitoring: Teachers , administration, registrar
 	
     TEA Priorities:
 Improve low-performing schools
     Funding Sources: - Local				

Strategy 2 Details	Reviews			
Strategy 2: KME staff will be provided staff development in the following areas: a. Campus level Incident Management planning, b. CPR/First aid training	**Formative**			**Summative**
c. Evacuation planning,	**Oct**	**Dec**	**Mar**	**June**

d. Freedom from harassment for student and employees,
 e. Drug free workplace
 f. Child abuse and neglect
     Strategy's Expected Result/Impact: Drill documentation, sign in documentation will be reviewed.
     Staff Responsible for Monitoring: Assistant Principal/Principal/nurse
 	
     TEA Priorities:
 Build a foundation of reading and math				

Strategy 3 Details		Reviews			
Strategy 3: Students will be educated on: Conflict resolution, Bus safety, Disaster drills, Building security, School rules, Bully Prevention Program and reporting, 7 mindsets, social and emotional skills and harassment. Eddie Eagle program (gun safety course) will continue to be conducted for second grade students.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson plans, assemblies and classroom visit documentation, assembly schedule reviewed, review of drill records, and review of PEIMS discipline data,					
Staff Responsible for Monitoring: Teachers, counselor, Principal, AP, Chief of Police					
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools					

Strategy 4 Details		Reviews			
Strategy 4: KME will utilize the Raptor System when checking visitor ID's on campus. ID badges will be required to be worn by all employees, substitutes, and visitors on campus. All campus volunteers will be trained, pass background checks and issued ID badges.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Use of Raptor system when signing in and out visitors on campus. Volunteer sign-in sheets in front office.					
Staff Responsible for Monitoring: Staff, receptionist, front office staff, administration					
TEA Priorities: Build a foundation of reading and math					
Funding Sources: - Local					

Strategy 5 Details		Reviews			
Strategy 5: Counseling services will be available for students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline referrals		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor					
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools					
Funding Sources: - Local					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: KME will provide a safe and orderly environment that promotes learning for all students.

Performance Objective 2: KME will establish procedures to ensure it is a safe and orderly environment for students and staff.

Evaluation Data Sources: Drill documentation, PBIS documentation, implementation of 7 Mindsets curriculum, character and leadership awareness

Strategy 1 Details	Reviews			
Strategy 1: KME will utilize 2 way radios during the school day as well as video monitoring technology to ensure students and staff safety.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease discipline referrals and safety issues on campus. **Staff Responsible for Monitoring:** Administration, teachers, team leaders, office support **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: KME house system, effective PBIS system and team building strategies will be used with faculty and students to create a cohesive school family and promote the 7 Mindsets curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive climate surveys, teacher documentation **Staff Responsible for Monitoring:** Administration, teachers, counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Oct	Dec	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: KME will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: Kings Manor Elementary will provide meaningful and quality professional growth opportunities for all administrators, instructional coaches, teachers and paraprofessional.

   Evaluation Data Sources: 100% of KME teachers will meet the highly effective standards of ESSA and paraprofessionals will meet the highly qualified standards of ESSA.

Strategy 1 Details	Reviews			
Strategy 1: Time allotted for mentor teachers to observe new teachers and new teachers to observe veteran teachers through our Watch Me Wednesday rotation and weekly Learning walks.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Quality teaching, data of staff longevity at campus, positive response to staff survey **Staff Responsible for Monitoring:** Administration, Mentor teachers, instructional coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: KME staff will participate in professional development regarding leadership and up-to-date information of the legal aspects of Special Education and Special Programs (504, Dyslexia, etc.).	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Attendance at GCase Legal Conference; faculty and staff knowledgeable in and following best practice for students according to the laws. **Staff Responsible for Monitoring:** Principal and Asst. Principal, SPED team lead **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title I - $6,200				

Strategy 3 Details	Reviews			
Strategy 3: KME teachers will receive training from district personnel, consultants, and at educational conferences on math, literacy, reading, science and STEM instruction. Out of state travel to NSTA will provide KME staff with the skills and knowledge to implement STEM at KME.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Classroom observations, lesson plans will reflect those practices. **Staff Responsible for Monitoring:** Principal, Asst. Principal and District Math Instructional Specialist, Instructional Coach, Director of Elementary curriculum, District Literacy Instructional specialist. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Stacey Cain - Title I - $31,050, Region 4 - Title I - $750, Funds for RRR conference - Title IV - $900, Seidlitz Cultural Sensitivity Training - Title IV - $5,462.50				

Strategy 4 Details	Reviews			
Strategy 4: Ongoing campus PD provided from the instructional coach through PLC, 21st century research based best practices, co-planning, and after school training.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Improved PD for teachers. **Staff Responsible for Monitoring:** Administration, instructional coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: Instructional Coaches will receive high quality, position specific coaching strategies focussing on the adult learning theory.	**Formative**			**Summative**
	Oct	Dec	Mar	June
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Professional Development - Title I - $8,000	N/A			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: KME will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 2: KME teacher turnover rate will be below 15% enxcluding individuals who receive promotions.

Evaluation Data Sources: 100% of KME teachers will meet the highly effective standards of ESSA and paraprofessionals will meet the highly qualified standards of ESSA. Teacher turnover rate will remain low.

Strategy 1 Details	Reviews			
Strategy 1: KME will actively plan to improve campus working conditions and employee morale by:	**Formative**			**Summative**
a. being proactive in promoting a positive image to staff, students, prospective employees, and community. b. continually showcase the success of staff and students,	**Oct**	**Dec**	**Mar**	**June**
c. maintain student discipline, d. ensure that staff has a voice in the schools operation, e. Recognize campus Teacher of the Year and Employee of the Year, f. Coordinate with community and PTO to provide teacher appreciation week activities. **Strategy's Expected Result/Impact:** Positive staff surveys, positive feedback and artifacts from recognition's and celebrations. **Staff Responsible for Monitoring:** Administration, HR, **TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: KME will increase opportunities for parent/community involvement in all educational processes of our district.

Performance Objective 1: KME parents are offered multiple options for involvement in their child's education.

    Evaluation Data Sources: Parent surveys, participation and attendance at school activities, sign in sheets and social media documentation

Strategy 1 Details		Reviews			
Strategy 1: KME will participate in annual Open House and Meet the Teacher nights.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent comments, participation		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and Principals **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

Strategy 2 Details		Reviews			
Strategy 2: KME will conduct Fall and Spring Book Fairs in accordance with family engagement activities.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent volunteers to help students purchase books, increase in participation of family engagement activities.		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Media Specialist, administration, office support **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

Strategy 3 Details		Reviews			
Strategy 3: Volunteerism and support of the KME PTO will be encouraged and acknowledged. Annual Appreciation event will be hosted to recognize our campus volunteers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increased parent participation at school and for PTO events.		**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and PTO board **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

Strategy 4 Details	Reviews			
Strategy 4: Family nights and other activities will be held in order to strengthen parental involvement and student achievement such as:	**Formative**			**Summative**
a. PTO sponsored restaurant spirit nights	**Oct**	**Dec**	**Mar**	**June**
b. Math/Science night c. Literacy night d. Gifted and Talented student showcases e. One School: One Book -At home family reading activity with joint school partnership. f. Fine arts festivals and musical events g. Fall parent/teacher conferences h. Annual field day i. End of year talent show j. PTO sponsored fundraisers **Strategy's Expected Result/Impact:** Student achievement, parent comments Parent participation. **Staff Responsible for Monitoring:** All grade level teachers, PTO and Administration. **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title I - $1,800				

Strategy 5 Details	Reviews			
Strategy 5: KME will follow district guidelines and participate in campus recognition awards assemblies for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased parent attendance at Awards Assemblies.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators and teachers **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
Strategy 6: Parents will be included in the review/revision of the Parent/Family Engagement Policy , Parent Compact and Campus Improvement Plan. The policy will be distributed in English online and upon requested by parents. The campus plan will also be available for oral Spanish translation.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent involvement and volunteers. Positive feedback on parent surveys. **Staff Responsible for Monitoring:** Teachers and Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Local				

Strategy 7 Details		Reviews			
Strategy 7: KME will continue to regularly communicate with parents and community through monthly newsletters, website, call outs, social media and Dojo contacts.		Formative			Summative
		Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Improved and increased parent communication. **Staff Responsible for Monitoring:** Administration, media specialist, teachers, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

Strategy 8 Details		Reviews			
Strategy 8: Parents will be invited to Parent and Family engagement professional development conferences with KME faculty.		Formative			Summative
		Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Information learned will be shared at future PTO meetings and this will increase parental involvement. **Staff Responsible for Monitoring:** Admin, PFE liaison, PTO members **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** Cost to send parents to conference with KME faculty - Title I - $1,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

State Compensatory

Budget for Kings Manor Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 5.25
Brief Description of SCE Services and/or Programs

Personnel for Kings Manor Elementary School

Name	Position	FTE
Adrianne Roane	Dyslexia Teacher	0.5
Bernice Sanchez	PK Aide	0.5
Caitlin Beauchamp	PreK Aide	0.5
Deborah Maloy	RTI Specialist	1
Heather Typer-LaBrot	STEM Instructional Coach	1
Jennifer Montoya	Dyslexia	0.25
Katie Grabios	Instructional Coach	0.5
Priscilla Botello	Instructional Aide	1

Title I Personnel

Name	Position	Program	FTE
Rochanda Carter	Instructional Coach	Title 1	1.0

Campus Funding Summary

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional coach		$1,800.00
1	1	1	Classroom Teachers		$200.00
1	1	1	Title 1 Tutors		$300.00
1	1	2	supplemental supplies and materials & books		$12,000.00
1	1	2	Instructional Coach		$0.00
1	1	2	STEM Aide		$28,442.00
1	1	2	Tumy Consulting PD		$3,000.00
1	1	2	Cain - Math PD		$7,225.00
1	1	2	Blythe Brown Consulting - STEM PD		$7,200.00
1	1	7			$0.00
1	1	18	Instructional Coach		$83,252.00
1	1	23	Literacy Consultant		$3,000.00
1	3	1			$25,000.00
1	4	1	Counselor PD		$800.00
3	1	2			$6,200.00
3	1	3	Stacey Cain		$31,050.00
3	1	3	Region 4		$750.00
3	1	5	Professional Development		$8,000.00
4	1	4			$1,800.00
4	1	8	Cost to send parents to conference with KME faculty		$1,000.00
				Sub-Total	$221,019.00

Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Seidlitz Cultural Sensitivity Training		$5,462.50
3	1	3	Funds for RRR conference		$900.00
				Sub-Total	$6,362.50

ESSER III Grant ARP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Online student math program ST Math		$6,667.00
1	1	2	Online student science program Generation Genius		$846.00
1	1	14	Ellevation		$935.00
1	5	1	Updated print and digital library resources		$16,666.00
1	6	1			$25,000.00
				Sub-Total	$50,114.00
State Compensatory Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	STEM Instructional Coach		$72,909.00
1	1	4			$0.00
1	1	6	RTI Specialist		$72,909.00
1	1	8	Dyslexia Specialist		$21,539.00
1	1	8	Dyslexia teacher		$41,196.00
1	1	14	PK Aide		$48,544.00
1	1	18	Instructional Coach		$38,184.00
				Sub-Total	$295,281.00
Early Education Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	22			$0.00
				Sub-Total	$0.00
State BIL/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
				Sub-Total	$0.00
Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11			$0.00
1	1	13			$0.00
1	1	15			$0.00
1	1	16			$0.00
1	1	17			$0.00
1	1	19			$0.00
1	1	21			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	3	1			$0.00
2	1	1			$0.00
2	1	4			$0.00
2	1	5			$0.00
4	1	5			$0.00
4	1	6			$0.00
				Sub-Total	$0.00
ESSER II Grant CRRSA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$3,562.00
				Sub-Total	$3,562.00