

COSTON EL

Campus Improvement Plan 2023/2024

Dream Big. Work Hard.



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Date Reviewed:

DMAC Solutions ®

Date Approved:

Vision

Lufkin...your best choice for education!

Mission

To educate and equip all students for success through exceptional learning experiences

Beliefs

We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD

Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

COSTON EL Site Base

Name	Position
Hill, Starla	Campus Administrator
Johnson, Melissa	Assistant Principal
Wallace, Hallie	Campus Manager
Salais, Rosa	Student Support Specialist
Fullerton, Carman	SpEd
Ehrlich, Brenda	Teacher
SMITH, JENNIFER	Teacher
Stewart, Carey	Teacher
Allen, Shellie	Behavior Interventionist
Pleasant, Pandra	Communities in Schools
Morales, Susana	Parent Representative
Wellman, Ross	Community Member

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Utilization of the District Social worker and Bilingual Campus Staff for student and parent support system.

The White students will be targeted and assimilated into all groups based on identified needs.

Community in School grant provides an additional staff person to work with parents and students to promote student achievement.

Demographics Weaknesses

1. Increase staff diversity to mirror student demographics.
2. Continue implementation of identifying at risk students and finding interventions that help student achievement.
3. Research based trainings for staff to increase awareness of cultural relevance.

Demographics Needs

1. Provide on-going professional development.
2. Provide a minimum of intense 45 min. intervention to all students in Math and RLA.
3. Intervention groups and targets will be based on data and assessment indicators.
4. Resources for intervention instruction will be purchased with Title I, Comp Eds and local funds.
5. Homeroom teachers will closely monitor each of their students' progress and participate in data meetings. Teacher training on differentiation will need to be provided.

Demographics Summary

Coston Elementary School is a public elementary school. The school was built in 1958 and began experiencing growth in the 1970s through 1990. Coston experienced a decline in student enrollment during the 90's until the the addition of the Transitional program in 2003. In 2014, the

Comprehensive Needs Assessment

Demographics Summary (Continued)

district began transitioning the Transitional program back to the Slack Elementary Campus. With this transition being complete, our campus is still 1/2 Hispanic student population. We have 2 Autistic Units on our Campus. One unit is considered a STAAR-Alt Autistic unit and the other is considered a STAAR Autistic unit. This year we have 9 students in our high autistic unit that will take the STAAR test. Even though it is titled "High Autistic" these students range from a Kindergarten level to a 3rd grade performance level; however the tests they will be taking will be the 3rd, 4th or 5th grade STAAR tests.

Our current enrollment for 2023-2024 school year is 193 students.

Enrollment by Grade Level:

Grade 3: 69

Grade 4: 59

Grade 5: 65

Ethnicity/Race Distribution:

White 18.38%

Hispanic 52.43%

Black or AA 24.86%

Two or More 4.32%

Economic Disadvantaged: 97.30%

LEP: 28.65%

Special Education: 30.81%

ESL Education: 20.54%

Student Achievement

Student Achievement Strengths

1. Providing intervention to all students during the academic day based on individual needs.
2. Identification of ELL and Advanced students and focus on their progress.
3. Utilizing support staff to address the high number of needs in order to reduce group sizes.
4. Planning weekly with district specialists and/or instructional coaches
5. Identification of advanced students and plan to address needs.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

6. Lead4ward planning and assessments.

Student Achievement Weaknesses

1. Streamline system for monitoring student progress.
2. Thursdays FLEX time functioning as a true PLC to assess and respond to student needs based on data.
3. Increase student performance to meet the needs to address Safeguards. (Writing, Whites in both Math and Reading)
4. Increase average daily attendance.
5. Plan to capitalize on every minute of Intervention Time through data driven student grouping and targeting, repetitive, intervention plans for each student.

Student Achievement Needs

1. PLC time incorporated into the weekly schedule for all grade levels.
2. Comp Ed, Title, Local funding used to provide additional support staff, intervention materials, Professional Development, to increase STAAR ready instructional resources for all Subjects.
3. Continue with PBIS committee to assess attendance trends and develop an action plan to incentivize and motivate students in order to increase our student attendance rate.

Student Achievement Summary

With the number of ELL students and the high percentage of low social economic status of students enrolled at Coston Elementary, teachers have identified the following areas of needs for the campus.

1. Developing a year-long consistent professional development plan with follow through on training all staff and implementation of skills learned: Differentiation (rigor and ELPS), writing, integrating technology and positive restorative discipline.
2. Professional development in understanding and delivery of appropriate instructional strategies to meet the needs of ELL learners in the classroom and then planning and implementing those strategies

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

3. The maintaining of the RTI procedures to process, track, and provide intervention for all students.
4. Targeting the Safeguard deficiencies in subgroups performing below expectation.
5. Continue tracking student data to make sure we are meeting each student's individual need.

School Culture and Climate

School Culture and Climate Strengths

1. Cultural diversity is addressed through activities campus wide and within classroom instruction.
2. Programs addressing Drug awareness, Anti Bullying, attendance, Campus pride, Community involvement activities, Counseling, Character building, and health awareness are provided through Federal and State funding as well as community agencies.
3. Student participation in a variety of activities such as Community Food drives, Alumni Scholarship, variety of clubs:
Student Council
Honor and Campus Choir
Running Clubs
Young Scholars
4. Cougar/Panther Way--announced daily on announcements, embedded within our routines and procedures, tied into our character trait of the month. We use Cougar and Panther interchangeably and connect for student expectations as they move forward to LMS and LHS.

School Culture and Climate Weaknesses

1. Continued implementation of ceremonies and traditions for students and staff to honor achievements and honor the diversity of our student population.
2. Continue meeting our Hispanic population communication needs. (newsletters, translators)
3. Establish and maintain a positive, trusting culture as well as an interactive environment among staff.
4. Develop a PTK organization for the campus.

School Culture and Climate Needs

Comprehensive Needs Assessment

1. Create a committee to assess ways to honor our student population.
2. Counselor will provide student guidance lessons to promote positive student character and a feeling of safety.
3. Develop a universal system to communicate with all stakeholders.

School Culture and Climate Summary

1. Provide enrichment experiences for students through guest speakers, community resources, and field-trips to museums and performances.
2. Communicate with all stakeholders in both English and Spanish.
3. Continue staff training in all safety, health matters, and emergencies.
4. Build student leadership activities.
5. Provide ceremonies and traditions for students and staff to honor achievements and honor diversity of our student

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

1. Staff development has included strategies to assist our ELL population, DMAC data access, Technology skills, Reading Academy, LPAC and ELPS training.
2. District set protocols for hiring.
3. Effective Schools Framework (ESF) Grant- received in fall of 2023.

Staff Quality, Recruitment and Retention Weaknesses

1. Hire qualified staff that reflects Coston's student body makeup
2. Mentor program and outside mentors for new teachers
3. Meeting the needs of a changing at-risk population
4. Whole staff training in documentation and tracking student progress.
5. Teacher to teacher observations
6. Opportunities for teacher leadership roles.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

7. PD to assist teachers in learning how to provide early in class interventions for students.

Staff Quality, Recruitment and Retention Needs

1. Continued coaching and support from DEC department
2. Conduct true PLC during Flex time and continue to provide a weekly flex schedule to allow district staff to mentor, train and assist with planning.
3. Teacher to teacher observations with feedback
4. Utilize our library/media specialist for mentoring/modeling in technology integration with lesson plans and in the classrooms.

Staff Quality, Recruitment and Retention Summary

1. Provide professional development in the identified Focus Standards.
2. Provide professional development in addressing the Safeguard deficiencies.
3. Hire highly qualified staff and continue with ESL certified staff.
4. Continue whole staff training in documentation and tracking student progress.
5. Continue a support system for teachers along with intentional timed events that build morale on campus

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

1. Reinforce the curriculum expectations in core areas through interventions, classroom lessons, and re-teaching.
2. Modifications of classroom assessments and classwork.
3. Curriculum development aligned with State TEKS.
4. Teacher involvement in curriculum writing
5. District support staff provides mentoring, training and planning
6. All curriculum is online for easier access to teachers and administrators.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

1. Improve on disaggregation of data by teachers to place Tier I, II, and III students appropriately and meet their needs.
2. Evaluate the effectiveness of the curriculum to meet safeguard standards.
3. Need support in training and strategies for the curriculum.
4. Continue to improve ways to provide depth and rigor to curricula and its implementation
5. Vertical alignment to create consistency and reinforcement of learning.
6. Align instruction for special education students to instruction for regular students
7. Consider re-evaluating our current Reading/ELA curriculum for consistency in scope and sequence and Big Idea component
8. Training for staff on implementing science TEKS
9. Training for staff on implementing writing skills

Curriculum, Instruction and Assessment Needs

1. Training on the use of DMAC and Lead4ward to help determine RTI tier levels of each student.
2. Develop a consistent on-going professional development system:
 - Formative Assessments
 - Differentiation & implementation in the classroom
 - ELPS training
3. Evaluating strengths and making adjustments to improve student performance on a regular schedule on campus and in the District.
4. Allocate sufficient Comp Ed funds to provide resources, manipulative, and materials required by the curriculum and interventions.
5. Utilize District support staff in planning and addressing safeguards.
6. Planning with district level directors will be regularly scheduled to review curriculum, strategies and to plan lessons.
7. Incorporating ELPS into the lessons and discussed at grade level planning.
8. Keep writing a priority -meet with teachers weekly and utilize district specialist to work with teachers in 4th grade.

Curriculum, Instruction and Assessment Summary

1. Continue incorporating Reading Academy strategies in classrooms
2. Evaluate strengths and make adjustments to improve student performance.
3. Training for staff on implementing writing skills.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

4. Continued vertical alignment of reading strategies 3-5

Family and Community Involvement

Family and Community Involvement Strengths

1. Remind system for mass communication.
2. Updated website with school activities and information.
3. Increased communication to parents through grade-level newsletters concerning instruction and newsletters from the counselor with important dates, community services, and information
4. Grade level music programs for families/community.
5. Collaboration with Community in Schools.
6. Partnership with Harmony Hill mission group to support school activities, functions, and mentor program.

Family and Community Involvement Weaknesses

1. Increase mentors for students. (Clubs and Tutoring)
2. Further development of parental involvement and participation in school activities.
3. Implementation of a PTK organization
4. Consistent communication with parent/guardian through class newsletters, teacher webpage and making positive parent contacts weekly.
5. Positive Parent/Guardian contacts
6. Grade Level/Classroom/Campus newsletter.

Family and Community Involvement Needs

1. Continue to establish a parent involvement organization to support the school setting. Plan events to promote parent involvement in the school.

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

2. Continue parent/teacher conferences to keep them informed on student progress and academic expectations with Student Success Initiative.
3. Conduct planning sessions and meeting with the Harmony Hill Baptist church partnership committee. Determine how our kids can give back and help with their efforts.
4. Continue collaboration with CIS to increase family/community involvement.
5. Continue our enhancement of your evening activities were families can come to the campus and celebrate their child's successes.
6. Develop a system for celebrations on line along with helping parents and students with SEL

Family and Community Involvement Summary

1. Continue to improve community involvement and communication with stakeholders using technology, newsletters, media and community nights.
2. Hold parent conferences, by phone or in person, each nine weeks for each student, to report progress (needs and celebrations).
3. Encourage the use of the Skyward Parent Portal, so that student progress, attendance, discipline and grades can be continuously monitored by parents.
4. Incorporate social media to enhance communications.
5. Work with CIS to establish a PTK organization to support the school setting.
6. Establish a Coston News Network

School Context and Organization

School Context and Organization Strengths

1. Scheduling of students to create diversity in all classes
2. Team scheduling to enhance training and planning.
3. Schedule provides for horizontal planning and training on a weekly schedule.
4. Provide educational activities in character building, drug awareness, bullying, technology issues, for all students.
5. Designated intervention time for each grade level, for intensive instruction based on each student's individual needs.

Comprehensive Needs Assessment

School Context and Organization Weaknesses

1. Continued communication efforts to inform parents of student expectations.
2. Provide learning opportunities for students in Drug awareness, Bullying, Health, Nutrition, and physical wellness.
3. Consistency from all stakeholders to follow through on our systems of expectations for students in regards to High Performance in everything we do.
4. Continue branding of our Vision statement

School Context and Organization Needs

1. Continue to provide incentives for student achievement and attendance to motivate student success.
2. Develop a campus calendar, using either outlook or google, to keep the staff informed of any campus events and to minimize class interruptions.
3. Utilize grade level team leaders for communication and mentoring.
4. Continue to keep all stakeholders informed of our campus expectations and provide them opportunities to be involved with the campus.

School Context and Organization Summary

1. Continue a school wide discipline plan and set procedures in place for campus expectations.
2. Provide opportunities for collaboration, classroom observations and modeled lessons from campus and district Instructional Coaches and peer to peer.
3. Continue 9 week award celebrations.
4. Provide a variety of clubs, events, or opportunities for the students to participate.

Technology

Technology Strengths

1. All classrooms have wireless access.
2. Classroom equipped with computer stations, smartboards, presentation carts, and a wide range of educational software targeting student

Comprehensive Needs Assessment

Technology Strengths (Continued)

needs and enrichments.

3. Campus safety and security provided through technology support and equipment.
4. Technology training provided to staff through tech department and instructional specialist.

Technology Weaknesses

1. Staff training for infusing technology with instruction on iPad or other such mobile devices to enable differentiation for students and an organizational resource for support staff
2. Campus level technology person available for immediate issues that has same access as rights as LISD technology department
3. Continued training for Smart Panels.

Technology Needs

1. Continue to upgrade technology equipment for instruction using Federal and Local funds.
2. Training in effective use of software to enhance instruction and improve student performance needs to be a priority.
3. Utilize our Librarian/Media specialist to model for teachers on how to integrate technology into classrooms.

Technology Summary

1. Provide the latest technology available.
2. Continue providing professional development with new SMART panels
3. Incorporate technology into the lessons for all subjects.
4. Utilize the media specialist position to assist in training for technology implementation.

COSTON EL

Goal 1. (Goal 1: Academic Growth & Increasing Student Achievement) Demonstrate sustained growth in student academic achievement

Objective 1. (Data Analysis & Coaching Cycle) Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement, monitor, and assess effective instructional reading, math and writing strategies through walkthroughs and coaching to meet the needs of all learners. Campus develops and provides innovative programs for all students to meet growth expectations.</p> <p>a. Students are provided with a variety of opportunities to receive additional assistance when difficulties are noted to improve their learning and create quality work. (tutorials before, during and after school, PowerUp Club)</p> <p>b. Small group daily interventions and enrichment.</p> <p>c. Utilize 21st Century afterschool program to ensure that student needs are met both academically and socially. Maximizing interest inventories, benchmark assessments and STAAR data to target needs.</p> <p>d. provide engaging, hand-on activities and classroom experiences to enhance student progress and success ie: Escape room activities, Wax Museum, etc. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,2.2.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Instructional Coach, Paraprofessional(s), Principal, Special Ed Teachers, Teacher(s)</p>	<p>May 22, 2024</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Evidence reviewed may include screeners, mini assessments, formative assessments, interim assessments, data meetings, walkthroughs, and STAAR scores to evaluate student growth.</p>

COSTON EL

Goal 1. (Goal 1: Academic Growth & Increasing Student Achievement) Demonstrate sustained growth in student academic achievement

Objective 2. (Attendance Initiative) Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement attendance incentives that motivate students to be at school each day. Communicate with families regarding the importance and how they can support their child. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.2,3.3,3.4)	Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)	May 22, 2024	(F)Title I, (L)Local Funds, (O)Activity Funds, (S)State Compensatory	Criteria: Attendance records indicating a positive effect in student daily attendance. 08/18/23 - Pending

COSTON EL

Goal 1. (Goal 1: Academic Growth & Increasing Student Achievement) Demonstrate sustained growth in student academic achievement

Objective 3. (Book Study & Professional Development) Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in year long book study and professional development on the book: 7 Steps to a Language-Rich Interactive Classroom: Research Based Strategies for Engaging All Students by Bill Perryman & John Seidlitz. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1.2,4.1,5.1,5.2,5.3,5.4)	Assistant Principal(s), Paraprofessional(s), Principal, Special Ed Teachers, Teacher(s)	May 1, 2024	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Student formative assessments, walkthrough data & evaluations, increase in student achievement based on interim assessments & STAAR.

COSTON EL

Goal 2. (Safety, PBIS, and SEL) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. (Safety & Security) Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement with fidelity the security measures to protect the campus, including students and staff by use of protocols, surveillance systems, visibility, secure fencing and gates. Safety drills will be conducted and analyzed for efficiency. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.1,3.2)	Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)	May 22, 2024	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Completion of daily door checks, weekly door audits, follow up on submitted work orders, visibility and communication with all on campus.

COSTON EL

Goal 2. (Safety, PBIS, and SEL) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2. (PBIS) Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. PBIS Committee will meet regularly to establish, monitor, and assess the effectiveness of behavioral expectations for students across all areas of the school, emphasizing positive behaviors through the use of the Positive Behavior Interventions and Supports (PBIS) System. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,4.1)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)</p>	<p>May 22, 2024</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Track and analyze student intervention forms, conduct grades, refocus room logs, track trends and identify areas of improvement.</p>
<p>2. SEL Lessons conducted weekly by the Student Support Specialist. Provide professional development on teachers implementing SEL techniques within the class to support students. (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,5,5.2)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)</p>	<p>May 22, 2024</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Student progress will be evaluated through interactions and conversations with teachers and staff. Teacher implementation will be viewed through classroom observations and feedback.</p>

COSTON EL

Goal 2. (Safety, PBIS, and SEL) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3. (Guidance Program) Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Integrate into the master schedule for the Student Support Specialist to meet weekly with students to provide Social & Emotional Learning lessons and coping strategies. Teams will work together in reviewing screening results and implementation of intervention plans. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 2,2.1,3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Principal, School Nurse, Special Ed Teachers, Teacher(s)</p>	<p>May 22, 2024</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Master schedule, Quaver, intervention forms.</p>
<p>2. Communities in Schools Representative and Student Support Specialist will begin a girls and boys group in order to build relationships with identified students in order to provide additional SEL support. All staff will receive best practices training in suicide prevention, bullying prevention and remediation, mental health support, and trauma-informed practices. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.2,3.3)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)</p>	<p>May 22, 2024</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Intervention Forms, discipline records.</p>

COSTON EL

Goal 3. (Campus Growth & Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create opportunities for students to practice and exhibit leadership skills on campus and within the community. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,3.2,3.4)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)	May 22, 2024	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory	Criteria: Campus event agendas, Remind, student growth.

COSTON EL

Goal 3. (Campus Growth & Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 2. (PFE) Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct activities to build communications with parents such as open house, family education nights, grade level newsletters, website updates. a. home visits b. All communication will be in both English and Spanish. c. Herty 2nd grade visit to Coston d. 5th grade LMS Counselor visit in the spring along with a parent information night for our 5th grade students e. daytime events in order to increase parent participation (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1.1,3,3.1,3.4)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, School Nurse, Special Ed Teachers, Teacher(s)	May 22, 2024	(L)Local Funds, (O)Activity Funds	Criteria: Sign-in sheets in attendance of events, parent and community feedback, student and staff feedback.

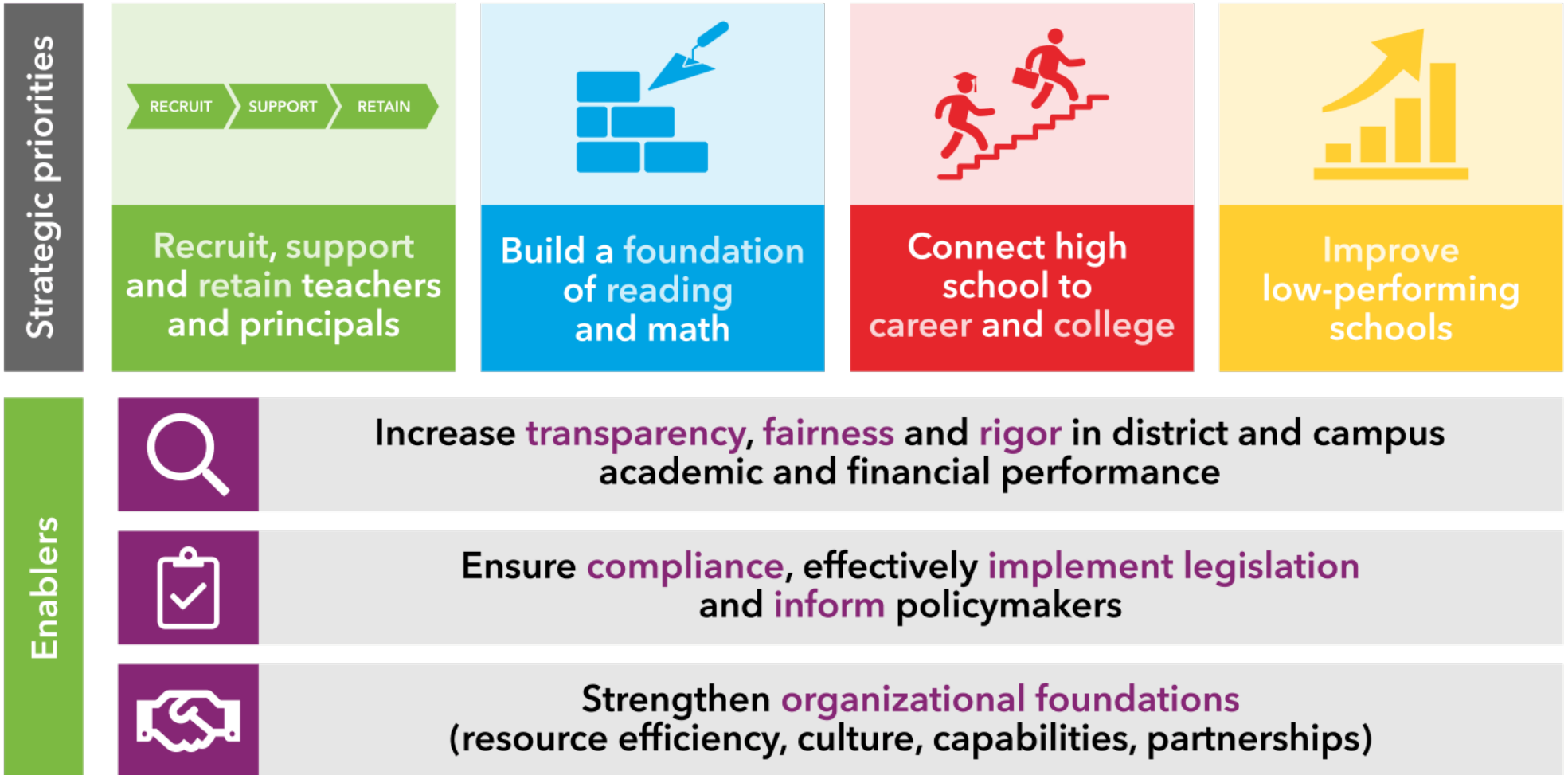
COSTON EL

Goal 3. (Campus Growth & Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. (PLCs) Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District Specialist and campus Instructional Coach will model the implementation and structure of a Professional Learning Community. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	May 22, 2024	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds	Criteria: Lesson plans, PLC agendas, student work, walkthrough data.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.