

Abilene Independent School District
Purcell Elementary
2023-2024 Campus Improvement Plan



Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Value Statement

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics:

Purcell Elementary is a Title 1 school in ABilene ISD. There were 637 enrolled students on 10/28/22, Snapshot Day.

Ethnics Distribution:

Data Source: 2022 TAPR Report

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Ethnic Distribution:								
African American	77	12.1%	12.5%	12.8%	77	12.1%	12.5%	12.8%
Hispanic	381	59.8%	46.5%	52.8%	381	59.7%	46.7%	52.7%
White	149	23.4%	34.9%	26.3%	150	23.5%	34.8%	26.3%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	1	0.2%	1.2%	4.8%	1	0.2%	1.2%	4.8%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	27	4.2%	4.4%	2.9%	27	4.2%	4.4%	2.9%

Special Populations:

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State

Student Information	Count	Percent	District	State	Count	Percent	District	State
Economically Disadvantaged	482	75.7%	65.2%	60.7%	482	75.5%	64.6%	60.6%
Non-Educationally Disadvantaged	155	24.3%	34.8%	39.3%	156	24.5%	35.4%	39.4%
Section 504 Students	20	3.1%	4.8%	7.4%	20	3.1%	4.7%	7.4%
EB Students/EL	25	3.9%	5.4%	21.7%	25	3.9%	5.4%	21.7%
Students w/ Disciplinary Placements (2020-21)	2	0.3%	1.9%	0.6%				
Students w/ Dyslexia	19	3.0%	2.7%	5.0%	19	3.0%	2.7%	5.0%
Foster Care	11	1.7%	1.1%	0.3%	11	1.7%	1.1%	0.3%
Homeless	34	5.3%	4.1%	1.1%	34	5.3%	4.1%	1.1%
Immigrant	15	2.4%	2.1%	2.0%	15	2.4%	2.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	637	100.0%	39.6%	64.3%	638	100.0%	39.6%	64.3%
Military Connected	25	3.9%	7.4%	3.3%	25	3.9%	7.3%	3.3%
At-Risk	476	74.7%	60.5%	53.5%	476	74.6%	60.0%	53.5%

Students by Instructional Program

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	25	3.9%	5.5%	21.9%	25	3.9%	5.4%	21.8%
Career and Technical Education	0	0.0%	27.9%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	75.1%	71.0%				
Gifted and Talented Education	19	3.0%	8.4%	8.0%	19	3.0%	8.3%	8.0%
Special Education	100	15.7%	15.0%	11.6%	101	15.8%	15.0%	11.7%

Mobility:

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Mobility (2020-21):								
Total Mobile Students	89	14.7%	23.4%	13.6%				
By Ethnicity:								
African American	20	3.3%	4.2%	2.5%				
Hispanic	34	5.6%	9.3%	6.6%				
White	30	5.0%	8.3%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	5	0.8%	1.3%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	15.4%	24.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	6	22.2%	22.3%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	74	14.8%	25.6%	15.0%				

Demographics Strengths

1. Purcell is a diverse campus serving students with a variety of demographic areas.
2. Purcell has a rich history of community support.
3. Students of all grade levels are encouraged to participate in campus wide leadership roles.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Complex behavior issues with students that significantly disrupt learning. **Root Cause:** Root Cause: Younger students have an increased need for behavior intervention as many come to a school setting without social emotional skills.

Problem Statement 2: The need for differentiated instruction in the classroom or through other programs continues to increase. **Root Cause:** The number of students who qualify for special programs continues to increase resulting in an increase need for differentiation.

Problem Statement 3: We do not have enough special education teachers to serve our growing special education population. **Root Cause:** With a large student enrollment and a large percentage of students who qualify for special education services, our school would benefit from another special education teacher.

Student Achievement

Student Achievement Summary

Data Source: TAPR Report 21-22

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv
Grade 3 Reading																
At Approaches Grade Level or Above	2022	76%	69%	56%	60%	54%	79%	-	-	-	*	52%	-	54%	69%	52%
	2021	67%	61%	52%	41%	50%	62%	-	-	*	*	39%	-	51%	64%	53%
At Meets Grade Level or Above	2022	51%	42%	34%	40%	28%	64%	-	-	-	*	38%	-	32%	44%	27%
	2021	39%	34%	25%	12%	27%	35%	-	-	*	*	11%	-	26%	18%	25%
At Masters Grade Level	2022	30%	21%	13%	20%	8%	36%	-	-	-	*	14%	-	12%	19%	8%
	2021	19%	15%	7%	6%	5%	12%	-	-	*	*	0%	-	8%	0%	6%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2022	71%	63%	54%	60%	49%	79%	-	-	-	*	43%	-	52%	63%	51%
	2021	62%	59%	53%	41%	48%	69%	-	-	*	*	39%	-	52%	64%	51%
At Meets Grade Level or Above	2022	43%	34%	31%	40%	25%	57%	-	-	-	*	33%	-	33%	25%	26%
	2021	31%	29%	28%	12%	21%	50%	-	-	*	*	39%	-	27%	36%	28%
At Masters Grade Level	2022	21%	15%	12%	20%	8%	29%	-	-	-	*	14%	-	10%	19%	6%
	2021	14%	11%	9%	6%	7%	12%	-	-	*	*	0%	-	9%	9%	8%
Grade 4 Reading																
At Approaches Grade Level or Above	2022	77%	67%	58%	61%	58%	57%	-	-	*	*	29%	*	56%	69%	55%
	2021	63%	54%	36%	10%	28%	56%	-	*	-	80%	35%	*	33%	46%	32%
At Meets Grade Level or Above	2022	54%	41%	32%	28%	30%	39%	-	-	*	*	18%	*	31%	38%	33%
	2021	36%	29%	16%	0%	15%	24%	-	*	-	20%	22%	*	17%	12%	16%
At Masters Grade Level	2022	28%	19%	7%	0%	10%	9%	-	-	*	*	0%	*	8%	0%	7%
	2021	17%	13%	3%	0%	3%	4%	-	*	-	0%	0%	*	4%	0%	2%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2022	70%	60%	52%	39%	44%	74%	-	-	*	*	24%	*	52%	46%	46%
	2021	59%	55%	40%	30%	35%	52%	-	*	-	60%	26%	*	40%	42%	35%
At Meets Grade Level or Above	2022	43%	33%	23%	11%	20%	35%	-	-	*	*	18%	*	26%	0%	21%
	2021	36%	34%	19%	0%	22%	16%	-	*	-	20%	26%	*	19%	19%	16%

At Masters Grade Level	2022	23%	16%	13%	0%	16%	17%	-	-	*	*	12%	*	15%	0%	16%
	2021	21%	18%	7%	0%	6%	8%	-	*	-	20%	4%	*	6%	12%	6%

Grade 5 Reading

At Approaches Grade Level or Above	2022	81%	75%	63%	33%	59%	86%	-	*	-	*	39%	*	65%	54%	56%
	2021	73%	66%	58%	46%	48%	79%	-	-	-	*	42%	*	58%	58%	55%
At Meets Grade Level or Above	2022	58%	49%	36%	0%	28%	73%	-	*	-	*	22%	*	37%	31%	28%
	2021	46%	37%	25%	15%	22%	35%	-	-	-	*	11%	*	25%	26%	21%
At Masters Grade Level	2022	36%	27%	17%	0%	15%	36%	-	*	-	*	0%	*	17%	15%	13%
	2021	30%	22%	11%	0%	5%	24%	-	-	-	*	0%	*	9%	21%	6%

Grade 5 Mathematics

At Approaches Grade Level or Above	2022	77%	69%	65%	22%	60%	100%	-	*	-	*	43%	*	67%	58%	61%
	2021	70%	69%	68%	62%	63%	82%	-	-	-	*	47%	*	73%	42%	64%
At Meets Grade Level or Above	2022	48%	35%	29%	11%	23%	59%	-	*	-	*	17%	*	28%	35%	22%
	2021	44%	40%	41%	46%	32%	59%	-	-	-	*	26%	*	46%	21%	40%
At Masters Grade Level	2022	25%	14%	14%	11%	12%	23%	-	*	-	*	4%	*	17%	4%	11%
	2021	25%	20%	17%	15%	15%	24%	-	-	-	*	11%	*	17%	16%	15%

Grade 5 Science

At Approaches Grade Level or Above	2022	66%	55%	36%	11%	28%	64%	-	*	-	*	26%	*	37%	31%	30%
	2021	62%	55%	42%	46%	28%	65%	-	-	-	*	21%	*	46%	26%	36%
At Meets Grade Level or Above	2022	38%	26%	11%	0%	8%	27%	-	*	-	*	17%	*	10%	12%	7%
	2021	31%	24%	16%	8%	12%	29%	-	-	-	*	11%	*	17%	11%	15%
At Masters Grade Level	2022	18%	11%	3%	0%	0%	14%	-	*	-	*	0%	*	2%	4%	2%
	2021	13%	9%	5%	8%	5%	6%	-	-	-	*	11%	*	7%	0%	6%

School Culture and Climate

School Culture and Climate Summary

Purcell Elementary is committed to providing a strong learning environment for our learners. We strive to make Purcell a warm and welcoming place for staff, students and their families. Our mission statement is:

Jaguars will be

Lifelong learners

Engaged

Achievers

Driven

Empowered

Respectful

Strong leaders

on the prowl and beyond.

Our guidelines for success are:

Love yourself and others

Be Eager to learn

Always do your best

Do the right thing.

We have implemented student leadership roles for our students. Our foundations team meets often to update our common area procedures.

School Culture and Climate Strengths

1. Consistent expectations in common area provided structure, consistency and clarity to positively impact the culture and climate.

2. We implemented the CARE program in order to recognize our students who are following the guidelines for success.
3. The admin team sent staff and student surveys in order to meet the needs of the school and to improve the culture of the school.
4. We had great turn out on Parent Involvement Nights.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Use of common language and processes of 7 Habits and Leader in Me have decreased over the past few years. **Root Cause:** Lack of devoted time to implement the 7 habits.

Problem Statement 2: While families are beginning to participate in family nights, there is a lack of communication between the classroom teacher and parents. **Root Cause:** Time to build trusting relationships between the school and the home.

Problem Statement 3: School behavior referrals continue to increase. **Root Cause:** Students lack self regulation skills and the ability to stick with something until they succeed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The 2022-2023 Purcell Staff included:

29 Classroom Teachers

1 K-2 PALS Teacher

1 3-5 PALS Teacher

2 Special Education Teachers

3 Interventionist teachers

1 Dyslexia teacher

4 specials teachers/aides (PE, Music, Art, and Computer)

1 LRC Associate

2 Special Education Aides

4 PALS Aides

3 Instructional Aides

1 PE Aide

1 ISS/clerical Aide

3 Office Staff (Secretary, Parent Coordinator, and Clerical Aide)

2 Cafeteria Monitors

1 Nurse

1 Behavior Interventionist

1 Counselor

1 Instructional Coordinator

1 Assistant Principal

1 Principal

97% of our classroom teachers are highly qualified. 31% of our staff comes from a minority ethnicity and 69% of our staff comes from a white ethnicity.

Staff Quality, Recruitment, and Retention Strengths

1. At least 80 to 90 percent of our staff are retained each year.
2. Our teachers received a significant amount of support from the district C&I team.
3. Grade level team members are involved in the interview process.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Replacing teachers with highly qualified teachers is becoming more challenging. **Root Cause:** Low applicant pool.

Problem Statement 2: Our interventionists and instructional aides get pulled often to cover classrooms. **Root Cause:** When teachers call in sick, those sub jobs often do not get filled.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The District Designated Curriculum Document (DDCD) links district curriculum resources to TEKS. During the 2021-2022 school year, the district and campus implemented Foundations and Heggerty in all K-2 classrooms to provide high quality phonics and phonemic awareness curriculum linked to TEKS. During the 2022-2023 school year, the district and campus implemented Eureka Math to provide high quality math curriculum in all K-5 classrooms. Leveled Literacy Intervention, Amplify interventions, Zearn Math and Sirius Education Reading were resources used to provide interventions to address learning gaps. NWEA MAP assessment is used for a universal screener for Kindergarten-5th grade in math and reading and 3rd-5th grade in science. MAP is administered with an online platform BOY, MOY and EOY. mClass is used as a universal screener specific to pre-reading skills for Kindergarten-2nd grade. mClass is administered mostly in a one to one setting with student and teacher with some portions administered using an online platform. mClass is administered BOY, MOY and EOY. Spring Benchmarks provide STAAR stimulation and data to plan for review instruction prior to STAAR for 3rd-5th grade students.

Curriculum, Instruction, and Assessment Strengths

1. The DDCD provides a great resource for our teachers to ensure alignment of the TEKS and district expectations.
2. Implementation of Heggerty and Foundations for grades K-2 has been consistent with our K-2 teachers.
3. Students are showing growth in all grades and areas on MAP and mClass.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Many students are receiving a lot of pull out time causing them to miss classroom instruction. **Root Cause:** An increase number of students who qualify for special education or dyslexia. Also, there is a large number of students who need 4545 instruction due to their STAAR results.

Problem Statement 2: While students are showing growth, we are still performing low on MAP, mClass, and STAAR. **Root Cause:** We need to improve our Tier 1 instruction through better PLCs and improving our walkthrough feedback.

Parent and Community Engagement

Parent and Community Engagement Summary

Purcell Elementary has a small, but active PTA. They held a fall and spring family involvement night. Parent Information Meetings were held in September to provide campus information and grade level specific information to parents. We held two music programs and an art show that was well attended. Other family involvement nights included the book fair, a STEM Night with the help of the ATEMS Robotics Team, Literacy Night, Field Day, GT Showcase and grade level awards assemblies in the spring. Parents volunteered at field trips such as the Abilene Zoo, Safety City, and Western Heritage Day. Parents also participated in a family survey, parent-teacher conferences, RTI Meetings, and ARDS.

Community involvement included partnership with St. Paul's, HSU, Big Brother's and Big Sisters. Purcell also received district support through AISD's behavior support team, C&I team, the special education department, student services, and a translator.

Parent and Community Engagement Strengths

1. Knowledgeable Parent Coordinator
2. Hosting events that parents are encouraged to attend
3. Communication through Remind and all school callouts
4. Incentives to communicate with parents in a positive manner

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Create a climate and culture that encourages a positive attitude towards parents coming into the classroom and being more involved **Root Cause:** Our teachers and staff have become accustomed to parents not attending events during COVID.

Problem Statement 2: Lack of parent education opportunities. **Root Cause:** We are unsure about how to implement parent education opportunities.

School Context and Organization

School Context and Organization Summary

Purcell Elementary utilizes a master schedule to ensure that every grade level has the correct allotted time scheduled for each subject. PAWS time is scheduled for each grade level in order to reach the academic needs of each student without interfering with the core subjects. The master schedule also includes times for special education pullout, 4545 tutoring, dyslexia, LRC, and speech.

100% of our teachers are involved in a committee on our campus. Our campus committees include Lighthouse Team, Foundations Team, Community Outreach, Student Recognition and Social Committee.

Our Foundations Team met often to provide updated procedures for common areas such as bathroom, cafeteria, and playground procedures as well as using the Buddy Room. They also helped set up the behavior matrix.

Our teachers and Admin team participated in PLCs to look at data and to work with district support teams.

Purcell utilizes the behavior interventionists to provide positive support for students with challenging behaviors.

School Context and Organization Strengths

1. Utilizing our behavior interventionist for positive behavior support instead of relying on him to only help during behavior calls.
2. The administration team responds to behavior calls quickly.
3. Clear procedures for common areas and for responding to behavior.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Scheduling of interventions to not conflict with core content instruction or other pullout programs. **Root Cause:** Increase in number of students to provide special education resource, content mastery or other pull out instructional supports. Para professionals and interventionists are frequently pulled to cover classes.

Technology

Technology Summary

Purcell Elementary continues to work towards one to one devices for each classroom. We currently have one to one devices in grades 3-5. Technology is integrated in all classrooms in grades K-5. We have a campus liaison who provides support for our staff as needed. Our students attend computer lab once a week for 50 minutes.

Technology Strengths

1. Teachers are becoming more proficient in the use of technology in the classroom.
2. There are a wide variety of applications on all subjects available to staff and students. (IXL, Studies Weekly, Reading Amplify, Stemscopes, Zearn)
3. Teachers are using google for data tracking, lesson planning, and intervention

Problem Statements Identifying Technology Needs

Problem Statement 1: Number of devices does not support one to one access for students and classroom instruction or access to devices for support staff, assessment and special programs. **Root Cause:** Lack of funding.

Problem Statement 2: Students' lack of keyboarding skills to provide the stamina needed for responding to extended constructive responses on the STAAR. **Root Cause:** Lack of time for teacher to learn about programs.

Problem Statement 3: Our support staff and paraprofessionals, as well as some of our teachers, are not as knowledgeable in implementing technology with their students. **Root Cause:** Lack of training







Priority Problem Statements










Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: The number of students with recorded discipline events will decrease by 10% from the total in 2022-2023.










Evaluation Data Sources: Discipline Incident Summary

Strategy 1 Details	Reviews			
Strategy 1: Establish a behavior team that will meet with classroom teachers at least one time per semester to discuss behavior and implement strategies. Strategy's Expected Result/Impact: Agenda, sign in sheets, minutes from the meeting Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, Counselor Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate SEL lessons into morning announcements. Strategy's Expected Result/Impact: Improve school culture, build leaders, improve the emotional stability in our staff and students Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement CHAMPS expectations and the STOIC framework from Safe and Civil schools consistently in classrooms. Strategy's Expected Result/Impact: Higher positive responses to classroom expectations; reduced number of office referrals for behavior Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Create and utilize a new behavior matrix for behavior referrals and notification process, ending with the admin team providing the teacher with a discipline outcome update. Strategy's Expected Result/Impact: Improved referral process and communication Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.





Performance Objective 2: Implement and track a campus goal to increase campus attendance rate to 96% through the use of individual, class and campus goals, daily announcements, and perfect attendance incentives for individuals and classes.








Strategy 1 Details	Reviews			
Strategy 1: Teachers will track the days when all of their students are in attendance by adding a letter to spell Perfect Attendance. Announcements will include a shout out of classes with perfect attendance as well as sharing the campus attendance rate for the previous day. All students with perfect attendance will receive a arm band at the end of each grading period. Strategy's Expected Result/Impact: Student awareness of the importance of being in attendance each day; improved attendance rate Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will call parents to check in with a student after 2 consecutive absences while the parent coordinator will make phone calls daily. Strategy's Expected Result/Impact: Personalize outreach; improve attendance rate Staff Responsible for Monitoring: Classroom Teachers, Parent Coordinator, Assistant Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: 100% of classroom teachers will implement the principles of Leader in Me in their classrooms to promote leadership skills.

Evaluation Data Sources: Lesson plans, common language











Strategy 1 Details	Reviews			
Strategy 1: All students will set personal and academic goals and track the success of each goal in a data binder or a digital data wall. Strategy's Expected Result/Impact: Reduced number of behavior referrals, improve student leadership skills Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Utilize the First 8 Days of Franklin Covey to establish a leadership classroom. Strategy's Expected Result/Impact: Students will be exposed to all 7 habits through direct teach from the teacher. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Classroom Teachers Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Students will be provided opportunities for leadership roles within the classroom and at the campus level. Strategy's Expected Result/Impact: Practice leadership roles; Develop a sense of belonging Staff Responsible for Monitoring: Principal, Lighthouse Team Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 4: Improve teacher effectiveness through collaborative, reflective, outcome-oriented, research-based learning communities







Evaluation Data Sources: T-TESS Performance, Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: Partner with Region 14 to provide PLC coaching for teachers in grades K-5 Strategy's Expected Result/Impact: Increase in instructional best practices and differentiated instruction will build teacher capacity and correlate to student growth. Staff Responsible for Monitoring: Principal, Instructional Coordinator, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of classroom teachers will maintain a Data Wall that will consist of lesson plans, SLO Tracker, MAP, mClass and CFA data. Strategy's Expected Result/Impact: Improve student performance, Improve teacher knowledge of their students' performance, Improve Tier One instruction Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 5: Consistently employ the Multi-Tiered System of Supports (MTSS) to develop and implement interventions in such a way that 60% of the students on a Tier II plan will show improvement in student behavior and/or academic performance.











Evaluation Data Sources: MTSS Minutes

Strategy 1 Details	Reviews			
Strategy 1: Teachers and/or interventionists will provide support to meet the needs of our Tier One and Tier Two students. Teachers will keep updated data on the success of the intervention implemented through the MTSS system and be ready to share the data at each meeting. Strategy's Expected Result/Impact: Improve student performance Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Classroom Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: Increase the number of students in grades K-3 demonstrating annual growth in reading by 15%.



Evaluation Data Sources: mCLASS, MAP Growth, STAAR







Strategy 1 Details	Reviews			
Strategy 1: Interventionists will push into classrooms to implement their interventions. Strategy's Expected Result/Impact: Students will not lose transition time, improve collaboration with classroom teachers, improve academic performance in reading Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Interventionists, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide explicit and systematic phonemic awareness and phonics instruction through the Heggerty and Foundations program. Strategy's Expected Result/Impact: Improve foundational reading skills that will lead to better readers; improve mClass and MAP scores Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: 100% of Purcell students will have the opportunity to utilize technology by May 2024.

Evaluation Data Sources: Lesson Plans, Walkthroughs









Strategy 1 Details	Reviews			
Strategy 1: Provide re-occurring staff development for instructional staff to effectively utilize technology equipment and resources as an interactive part of the instructional lesson, including iPads, Chromebook carts, Google drive, and textbook resources Strategy's Expected Result/Impact: Increase usage with hands on technology in the classroom Staff Responsible for Monitoring: Principal, Instructional Coordinator, Technology Liaison Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Gain 1:1 chromebooks in grades K-2 by May 2024 Strategy's Expected Result/Impact: Improve availability of chromebook devices for all students in grades K-2 to improve engagement and classroom instruction Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		

Strategy 3 Details	Reviews			
Strategy 3: Utilize a system for teaching keyboarding skills to students in grades 3rd-5th to develop basic skills Strategy's Expected Result/Impact: Improve keyboarding skills that will be needed for STAAR Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Computer Teacher Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
	 30%	 65%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 3: The percentage of students who approach grade level in grades 3-5 on the reading STAAR will increase by 15% from the 2022-2023 STAAR assessment.









Evaluation Data Sources: TAPR and STAAR; MAP Projections

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement personalized instruction for students based on RIT scores, pre-assesments and CFA's. Strategy's Expected Result/Impact: Improved performance on STAAR Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hire tutors to provide targeted instruction for struggling students in reading based on STAAR, MAP, or CFA data. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Principal, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental Tutoring Allocation - State Comp Ed - \$7,800	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: The percentage of students who approach grade level in grades 3-5 on the math STAAR will increase by 15% from the 2022-2023 STAAR assessment.








Evaluation Data Sources: TAPR and STAAR; MAP Projections

Strategy 1 Details	Reviews			
Strategy 1: Hire tutors to target specific skills for struggling students in mathematics. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Principal, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental Tutoring Allocation - State Comp Ed	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Students will utilize IXL to practice targeted skills. Strategy's Expected Result/Impact: Improved math skills Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: 60% of students who complete placement in DAEP will successfully integrate back to Purcell Elementary without committing infractions that require repeat assignment to an alternative disciplinary campus.










Evaluation Data Sources: Discipline records, transition documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Admin team will participate in a transition meeting with DAEP staff, parents, and students (when appropriate) to develop a plan for a successful transition. Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Classroom Teacher Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Provide recognition for staff and students


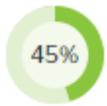






Evaluation Data Sources: Social Media, Shout Outs Log

Strategy 1 Details	Reviews			
Strategy 1: Each admin will fill out at least one shout out each week for a staff member. Strategy's Expected Result/Impact: Improve teacher morale and self efficacy; improve school culture Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a system for recognizing positive student behavior. Strategy's Expected Result/Impact: Improve student behavior; decrease office referrals, improve school culture; improve positive communication with parents Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Behavior Interventionist, Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: Purcell Elementary will offer weekly information about campus opportunities and successes to external audiences.




Evaluation Data Sources: Website and social media posting data







Strategy 1 Details	Reviews			
Strategy 1: Each grade level will share one activity to share out on social media. Strategy's Expected Result/Impact: Improve campus culture Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: All homeroom teachers or grade levels will send home a weekly newsletter, calendar of events, and classroom information. Strategy's Expected Result/Impact: Parents will feel informed Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 2: Purcell will provide at least 6 opportunities throughout the school year in which parents and community members can participate in campus activities.

Evaluation Data Sources: parent involvement logs,







Strategy 1 Details	Reviews			
Strategy 1: Each grade level will host a Parent Information Meeting to provide parents information specific to their grade level. Campus information will be provided by campus administration. Strategy's Expected Result/Impact: Parents will have an understanding of the expectations for their child Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Classroom Teacher Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct a Student Led Conference to provide an opportunity for students to share their leadership notebook with families. Strategy's Expected Result/Impact: Celebrate student growth, Increase participation in parent involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Classroom Teachers Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		

Strategy 3 Details	Reviews			
Strategy 3: Host other opportunities throughout the school year in which parents and community members can participate such as at least one family night each semester, music programs, art show and GT showcase. Strategy's Expected Result/Impact: Increase parent and community involvement in school activities Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Fine Arts Teaching Staff, GT Teacher, Parent Coordinator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Refreshments for PFE meetings - Title I, Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: Develop a system to gather perception data from stakeholders.





Evaluation Data Sources: Calendar and/or action plan for perception data collection







Strategy 1 Details		Reviews			
Strategy 1: Create and implement surveys for our teachers, parents and students (3rd-5th). Use the data to make campus based decisions that will improve the culture. Strategy's Expected Result/Impact: Improve campus culture Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Counselor Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 2: All Purcell students and staff will participate in activities to promote campus safety and bully prevention..

Evaluation Data Sources: Safety Drills Schedules, safety course documentation, lesson plans

Strategy 1 Details		Reviews			
Strategy 1: Completion of safety instruction including student internet and campus safety course, personal and community safety lessons in the classroom, online bullying, and staff development regarding safety concerns and procedures. Strategy's Expected Result/Impact: Decrease in safety related incidents Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 2 Details		Reviews			
Strategy 2: Perform ongoing safety drills including intruder, shelter in place, disaster and fire drills, as well as weekly door sweeps and TEA safety audit. Strategy's Expected Result/Impact: Improve procedure awareness for all students and staff Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 3 Details	Reviews			
Strategy 3: Provide interactive lessons regarding types of bullying prevention, respect and citizenship to all grade levels, including parent information. Strategy's Expected Result/Impact: Reduction in bullying and behavior incidents Staff Responsible for Monitoring: Principal, Assistant Principal. Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Supplemental Tutoring Allocation		\$7,800.00
2	4	1	Supplemental Tutoring Allocation		\$0.00
Sub-Total					\$7,800.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3	Refreshments for PFE meetings		\$2,000.00
Sub-Total					\$2,000.00