

Bloomington Independent School District
Placedo Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement



Placedo Elementary School's staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of our students. Our highly qualified staff recognizes the value of professional development in order to rigorously challenge students. Our teaching practices are both reflective and responsive to the needs of our students. Through diversified experiences, our students discover their potential and succeed in a safe and caring environment.

Vision



The vision at Placedo Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

Table of Contents

Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	5
Goals	7
Goal 1: All Placedo Elementary School students will be reading on grade level by the time they enter second grade.	8
Goal 2: Placedo Elementary school will create an inviting and welcoming environment for all parents to participate in the educational journey of their child.	9

Priority Problem Statements

Problem Statement 1: Students lack motivation and confidence to learn.

Root Cause 1: Some of the students are entering first grade with no prior schooling.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Students are entering 2nd grade with less than 50% of them reading on grade level.

Root Cause 2: Lack of fidelity to curriculum implementation as well as prior interruptions to our school years.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning - School Processes & Programs

Problem Statement 3: Technology is limited at PES and sometimes does not work.

Root Cause 3: PES seems to get "leftovers" as other campuses acquire new equipment at times.

Problem Statement 3 Areas: Student Achievement - School Culture and Climate - Technology - Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain

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
- Local diagnostic reading assessment data
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: All Placedo Elementary School students will be reading on grade level by the time they enter second grade.

Performance Objective 1: Increase grade level appropriate foundation reading skills.

High Priority

HB3 Goal

Evaluation Data Sources: Circle in CLI Engage for PreK, Dibels for Kinder & First Grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Amplify Reading curriculum with fidelity. Strategy's Expected Result/Impact: Students will be reading on grade level by the end of the current academic year. Staff Responsible for Monitoring: Classroom Teachers, Campus Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a screener of all Kindergarten and First Grade level students using Dibels to establish a firm reading baseline. Strategy's Expected Result/Impact: The baseline will be improved by 10%</p>	Formative			Summative
	Nov	Feb	May	June

Staff Responsible for Monitoring: Classroom Teacher, Campus Principal

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levels:

Lever 5: Effective Instruction

- Results Driven Accountability



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Placedo Elementary school will create an inviting and welcoming environment for all parents to participate in the educational journey of their child.

Performance Objective 1: Offer at least 5 parent events whether in person or virtual for parents to have opportunities to be involved in their student's learning environment.

Evaluation Data Sources: Parent sign-in sheets and pictures of artifacts

Strategy 1 Details	Reviews			
<p>Strategy 1: Empower grade level teachers to design, organize, and deliver high quality academic presentations for parents and family members.</p> <p>Strategy's Expected Result/Impact: Build strong family/school relationships</p> <p>Staff Responsible for Monitoring: Campus Administrator, Classroom Teachers, Nurse</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Sponsor school open house events to welcome parents into the classrooms to learn about routines, procedures, and activities that guide student learning.</p> <p>Strategy's Expected Result/Impact: Encourage communication and trust that results in increased parent participation.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Classroom Teacher, Nurse</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				