

Katy Independent School District
Campbell Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Amy Campbell Elementary, together with staff, students, and community, commits to:

Achieve academic success by inspiring all learners to realize their full potential.

Create an innovative learning environment to meet student needs.

Embrace our diversity and promote a culture of mutual respect.

Vision

Building a Legacy

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	12
Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.	17
Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	18
Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.	19
Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	20
Goal 6: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.	21
Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.	22
Goal 8: Katy ISD will actively support the emotional well-being of all learners.	23
State Compensatory	24
Budget for Campbell Elementary	24
Personnel for Campbell Elementary	24
Campus Funding Summary	25
Addendums	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Amy Campbell Elementary opened in August 2018 in Katy ISD, and we are excited for our year six. We are located in a high-growth area of the district and will experience the boundary modification for this new school year. We are anticipating about 200 students will go to neighboring schools. We ended last school year with 1,587 students enrolled in Pre-K through 5th grade. We are a bilingual campus and also have a Life Skills class and 1 ECSE class. We have more than doubled our enrollment since year one.

Ethnicity Percentages:

White-30%

Hispanic- 27%

African American- 10%

Asian- 28%

Two or More Races – 5%

Program Percentages:

49% of students are identified at-risk

13% of students are in the bilingual program

20% receive ESL services

17% of students are economically disadvantaged

16% receiving Special Education services

7% receiving Gifted and Talented services

We have hired a quality staff here at Campbell. All teachers are provided a variety of opportunities for professional development. Grade level teams plan together and receive resources and support needed to be successful. Having a supportive, positive school culture helps to attract and retain the best staff.

Demographics Strengths

Campbell Elementary is a diverse campus with learners from various backgrounds and learning experiences. Many families move into our area for the school district. Most families are coming from another state or another country. Each year, we have increased our enrollment and added staff. We will have 160 staff members this year and over 1400 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of all students is harder on a teacher with large class sizes, and planning as a team is harder with teams of 11-14 teachers collaborating.
Root Cause: We continue to grow and add students each year. Even with the new boundary modification, class sizes are large and grade level teams are large. We are also out of classroom space in the building.

Student Learning

Student Learning Summary

In year six, Campbell Elementary staff will continue to work with students to help each one make progress and show growth.

Percent of students who mastered, met, and approached grade level on 2023 STAAR:

reading: 3rd grade 94%, 4th grade 94%, 5th grade 95%

math: 3rd grade 89%, 4th grade 88%, 5th grade 94%

science: 88%

Predicted TEA Accountability Rating: A

Student Learning Strengths

According to the 2023 STAAR data, the vast majority of students are approaching, meets, or masters grade level by the standard set by TEA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students may be passing and meeting grade level standards, but we need to make sure they are growing each year and mastering grade level standards. **Root Cause:** Teachers need to utilize small group instruction and individual conferring to meet the needs of each individual student so they show growth.

School Processes & Programs

School Processes & Programs Summary

Campbell Elementary has a strong set of core values and beliefs that are the foundation of our culture. We do what's best for kids, collaborate with one another, value each other's strengths, continuously learn, and choose kindness. The master schedule has been arranged to allow for maximum instructional time. Teachers have opportunities to share ideas and plan together through the use of common planning times, PLC meetings, and professional development opportunities. Our instructional coach model is set up for optimal planning and learning for teachers and students.

School Processes & Programs Strengths

Being a newer campus has created a climate of excitement! Many teachers are wanting to join our staff to work in the positive environment and culture we have created. Our families are eager to volunteer. Our PTA has a full board, and they have trained and solicited many volunteers. We are continuing to build relationships throughout the school community.

Campbell Elementary has highly dedicated and professional teachers that were recruited and hired because they are quality educators. All of our staff members are highly effective and are student centered.

Campbell Elementary follows the TEKS and unit plans from Katy ISD. Our teachers have attended trainings throughout the summer and received many resources to support this effort.

Each one of the classrooms at Campbell is equipped with a SMART Board, and we are working towards being one to one for devices in grades 3-5. Grades K-2 are supplied with as many devices as we can divide out. Our large population is a problem getting a device to each student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): With online testing, we know it is important to be one-to-one with devices for grades 3-5. We are also trying to get devices to all students, especially now with TELPAS online. This will require our younger grades to need to have typing skills, and they only have ipads currently. We also no longer have a computer lab.

Root Cause: We have a student enrollment of over 1,550 and not enough devices.

Perceptions

Perceptions Summary

Campbell Elementary has established a variety of ways for parental and community involvement. We have an established and supportive PTA. Committees are open to everyone wanting to support our school. We had meet and greet playdates throughout the summer. There will surveys to gain feedback throughout the year. Families will have many opportunities throughout the school year to visit the campus for events sponsored by PTA or by grade levels. We are also promoting a culture of kindness from day one. Each week will feature different activities to promote kindness by students and staff.

Perceptions Strengths

In our sixth year, the staff and PTA are continuing to develop relationships with our community and surrounding businesses. We have a great relationship already with the Fulshear Police Department and the city of Fulshear. We look forward to continuing to be a positive connection in the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a growing campus, values and beliefs may not be understood by all students, staff, and parents. **Root Cause:** Communication can sometimes be inconsistent when starting a new campus. It is important to keep all communication clear, consistent, and timely.

Priority Problem Statements

Problem Statement 1: As a growing campus, values and beliefs may not be understood by all students, staff, and parents.

Root Cause 1: Communication can sometimes be inconsistent when starting a new campus. It is important to keep all communication clear, consistent, and timely.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: With online testing, we know it is important to be one-to-one with devices for grades 3-5. We are also trying to get devices to all students, especially now with TELPAS online. This will require our younger grades to need to have typing skills, and they only have ipads currently. We also no longer have a computer lab.

Root Cause 2: We have a student enrollment of over 1,550 and not enough devices.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students may be passing and meeting grade level standards, but we need to make sure they are growing each year and mastering grade level standards.

Root Cause 3: Teachers need to utilize small group instruction and individual conferring to meet the needs of each individual student so they show growth.

Problem Statement 3 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
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership 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
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data







- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The percentage of Campbell Elementary students to meet the passing standard of approaching grade level will be 90% or higher on all STAAR assessments and in each student group.






Evaluation Data Sources: 2022 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize unit plans, modules, and instructional coaches as resources for weekly team planning. Content planning will focus on small group instruction to meet student needs for enrichment and intervention.</p> <p>Strategy's Expected Result/Impact: Reflect on STAAR data to guide instruction. The effectiveness of our team planning will be evident in the lesson plans that will be submitted weekly, the observation data collected, and by the performance of our students on assessments in all grade levels.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Intervention teachers will work with students during small group instruction time when they are identified by the MTSS process as needing additional remedial support. We will also have reading and math tutors to provide intervention support.</p> <p>Strategy's Expected Result/Impact: Students should show growth/progress state and district assessments. Schedules for interventions and SGI will be kept with attendance to show evidence that students are attending intervention sessions. Ongoing progress monitoring will be uploaded into the student's ESTAR file.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Campbell Elementary 3rd grade students who achieve Meets and above in Math will increase to 72% by July 2024.






HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Coaches will train and support teachers in utilizing DreamBox student/class/grade level data to identify students in need of reteach, support, or extension. This data, along with other classroom data, will be used by teachers to create small group instruction plans. Administrators and Instructional Coaches will support teams by attending planning sessions and scheduling classroom visits.</p> <p>Strategy's Expected Result/Impact: Teachers use data for small group instruction to increase student math skills.</p> <p>Staff Responsible for Monitoring: instructional coaches</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Campbell Elementary 3rd grade students who achieve Meets and above in Reading will increase to 82% by July 2024.

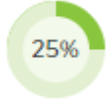




HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will administer the Amira assessment with fidelity and show evidence of data driven instruction in lesson plans, data binders, and delivery. Teachers will keep anecdotal notes (data binders) for small group instruction. Performance data on each student group will be monitored to determine effectiveness.</p> <p>Strategy's Expected Result/Impact: Teachers will use reading level/small group data to guide instruction to increase student reading skills/reading levels.</p> <p>Staff Responsible for Monitoring: instructional coaches</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments







Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase campus student attendance by at least .5% to ensure students are at school for instruction

High Priority






Evaluation Data Sources: attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Emphasize the importance of student attendance to parents through newsletters and posters in the front office so parents plan vacations for non-school days</p> <p>Strategy's Expected Result/Impact: increase in student attendance percentage, students in attendance for instruction</p> <p>Staff Responsible for Monitoring: Jaime Shipley, Principal Erika Rodriguez, Assistant Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the campus House System to encourage attendance among students so they earn House points for reward days</p> <p>Strategy's Expected Result/Impact: increase in student attendance percentage, students in attendance for instruction</p> <p>Staff Responsible for Monitoring: Jaime Shipley, Principal Kristin Lafollett, Assistant Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Campbell Elementary will use a collaborative model for decision making in regards to improvement for safety, security, and a positive learning environment.






Evaluation Data Sources: PBIS Data, Discipline Data, Teacher and Student Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement positive behavior supports with expectations posted in the hallways, restrooms, classrooms, and cafeteria. Integrate the House System into PBIS. PBIS committee meets for planning and improvement.</p> <p>Strategy's Expected Result/Impact: Expectations are set and students are encouraged through incentives. PBIS meeting agendas and discussions will examine the discipline data and provide modifications and suggestions for the campus.</p> <p>Staff Responsible for Monitoring: PBIS Committee Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Campbell Elementary teachers will work in high performing teams to meet the needs of all students.






Evaluation Data Sources: Lesson Plans, Planning Agendas, Assessment Data, STAAR Data, action plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide time for teachers to meet in professional learning communities, create common assessments, create action plans with student progress data, and discuss student needs.</p> <p>Strategy's Expected Result/Impact: Teams will be vertically aligned and support student growth. Teachers will have lesson plans entered in Forethought. PLC meetings will focus on student growth and progress.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Campbell Elementary will promote student engagement during instruction with the use of integrated technology

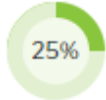





Evaluation Data Sources: Bright Bytes Data, Lesson Plans, Connected Learner Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.</p> <p>Strategy's Expected Result/Impact: Campbell staff will be innovative in teaching methods. Defined Instructional strategies in Forethought facilitating technology integration</p> <p>Staff Responsible for Monitoring: Classroom Tech Designer</p> <p>Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Campbell Elementary will provide a supportive environment for staff members and promote continued professional growth.


Evaluation Data Sources: Staff Survey Data, Professional Development Surveys and Data, Staff Retention Data


Strategy 1 Details	Reviews			
<p>Strategy 1: Support first year teachers with mentors, meet with new to Campbell teachers throughout the year to provide support, and provide opportunities for teachers to observe one another teach.</p> <p>Strategy's Expected Result/Impact: Teams work well together and plan well together to do what's best for kids. All teachers involved in the planning process. Evidence observed in walk-throughs and observations.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize staff for their accomplishments and success in a variety of ways. Personalize recognition based on staff needs and their recognition language. Create a culture where all staff members take part in complimenting and recognizing one another.</p> <p>Strategy's Expected Result/Impact: Recognizing staff intentionally and utilizing strengths effectively will create a positive campus culture.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 6: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.


Performance Objective 1: Campbell Elementary will allocate budget resources to provide the materials and professional development teachers need for students to meet their academic goals.


Evaluation Data Sources: Budget, Professional Development Survey Data, Professional Development Plan, STAAR Data, Bright Byte Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required math, reading, science and writing TEKS for all students.</p> <p>Strategy's Expected Result/Impact: Resources will be utilized efficiently to support our goal of all students making progress on state and district assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Administrators</p> <p>Funding Sources: professional development - 199 - General Fund - \$4,701, instructional materials - 199 - General Fund - \$59,544, bilingual instructional materials - 263 - Title III ELA - \$7,675, special education instructional materials - 224 - IDEA B SpEd - \$3,601, GT instructional materials - 397 - Advanced Placement - \$612</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: The faculty and staff of Campbell Elementary will work collaboratively with parents and the community to establish and maintain a safe, supportive and positive learning environment that will promote high academic achievement for all students.







Evaluation Data Sources: Family Night Attendance, PTA Memberships, Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Campbell by providing interactive family nights, special programs and events, coffee chats, International Festival, WATCH Dogs and CATCH fitness night.</p> <p>Strategy's Expected Result/Impact: By creating programs for students and parents, stakeholders will receive a value-added school experience.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Campbell Elementary will build a culture of kindness, respect, and unity.

Evaluation Data Sources: Positive Office Referrals, Kindness Crew Agendas and Calendar, Bully Survey Data, PBIS Committee Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the House System to build relationships and unity throughout the campus as the four houses work to earn points for positive interactions and deeds.</p> <p>Strategy's Expected Result/Impact: PBIS Data and Discipline Data will show that students are being kind to one another. Positive office referrals and Core Essential awards will be given to students who exhibit kindness. The campus will be a positive and happy place to work and learn.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>PBIS Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the Character Strong program, Purposeful People, to strengthen our positive school culture of kindness and respect, while also supporting violence prevention and bullying prevention with information provided to parents, students and teachers.</p> <p>Strategy's Expected Result/Impact: Less office referrals, more positive office referrals, happy students with strong conduct grades</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Campbell Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

--

Personnel for Campbell Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	3

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	professional development		\$4,701.00
6	1	1	instructional materials		\$59,544.00
Sub-Total					\$64,245.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	bilingual instructional materials		\$7,675.00
Sub-Total					\$7,675.00
224 - IDEA B SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	special education instructional materials		\$3,601.00
Sub-Total					\$3,601.00
397 - Advanced Placement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	GT instructional materials		\$612.00
Sub-Total					\$612.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
CAMPBELL EL (101914143) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		93	A
STAAR Performance	70	93	
College, Career and Military Readiness Graduation Rate			
School Progress		83	B
Academic Growth	77	83	B
Relative Performance (Eco Dis: 10.7%)	70	78	C
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **82%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	75%	82%
Actual		64%	72%	74%	81%	
Met Goal			Y	Y	Y	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Campbell	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	45	60%	45	64%	1	100%	24	67%	0		3	100%	20	35%	18	61%	50	64%
		2021 Actual	17	76%	94	73%	59	73%	0		32	66%	0		10	70%	23	52%	36	67%	94	71%
		2022 Actual	21	71%	86	62%	88	78%	0		63	86%	0		9	78%	44	34%	53	55%	85	67%
		2023 Target		57%		70%		74%		100%		67%				100%		44%		65%		74%
		2023 Actual	29	86%	58	69%	70	76%	3	67%	83	95%	0		18	67%	41	46%	40	75%	72	81%
		Met Target		Y		N		Y		N		Y				N		Y		Y		Y
		2024 Target		57%		79%		74%		100%		67%				100%		56%		65%		74%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **65%** to **72%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			66%	68%	70%	72%
Actual		65%	56%	51%	64%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Campbell	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	71%	45	44%	45	73%	1	100%	24	79%	0		3	100%	20	50%	18	56%	50	54%
		2021 Actual	17	47%	94	54%	59	59%	0		32	66%	0		10	40%	23	35%	36	47%	94	60%
		2022 Actual	21	38%	86	38%	88	49%	0		63	75%	0		9	44%	44	14%	53	23%	85	47%
		2023 Target		71%		59%		59%		100%		79%				100%		50%		33%		69%
		2023 Actual	29	72%	58	36%	70	60%	3	33%	83	87%	0		18	61%	41	32%	40	40%	72	63%
		Met Target		Y		N		Y		N		Y				N		N		Y		N
		2024 Target		71%		46%		70%		100%		79%				100%		50%		33%		69%