

# La Porte Independent School District

## Jennie Reid Elementary

### 2019-2020 Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Science

Postsecondary Readiness



# Mission Statement

To develop in every student critical thinking skills and great character traits that will afford them every opportunity to be prepared for college by building relationships, holding high expectations, and learning within a caring and collaborative environment.

## Vision

We believe that every student deserves the opportunity to be educated in a way that prepares them for college if they choose to attend.

### **A La Porte ISD graduate is:**

#### *Bulldog Proud...*

Possesses confidence about the future  
Values the total educational experience - academic, extra-curricular, and social  
Stays connected to the LPISD family  
Commits to lifelong support of LPISD programs

#### *Prepared...*

Possesses academic and technological proficiencies  
Transitions to college and/or career equipped with the skills, goals, and plans for success  
Values honesty and integrity  
Demonstrates effective communication and collaboration skills

#### *A Citizen...*

Participates in the democratic process  
Exhibits environmental responsibility  
Respects cultural diversity  
Recognizes and responds to community needs

#### *An Explorer...*

Thinks critically

Embraces productive membership in the global community  
Values lifelong learning  
Welcomes challenge and innovation

*A Producer...*

Recognizes the importance of systems thinking  
Utilizes data and analysis to pragmatically solve problems  
Exhibits courage to take risks and make tough decisions  
Balances achievement and growth in both personal professional life.

## Value Statement

“A No Excuses University, committed to the academic and character success of ALL students.”

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jennie Reid Elementary is one of twelve campuses in La Porte independent School District. Jennie Reid Elementary opened its doors in 1981 and serves predominantly middle class and low-income families. Last year, Jennie Reid served 430 students in grades kindergarten to fifth grade. Grades Kinder through 2<sup>nd</sup> are self-contained classes, whereas 3<sup>rd</sup> grade has 1 self-contained and 2 departmentalized classes, and 4<sup>th</sup> and 5<sup>th</sup> grades are departmentalized.

Currently, we have 3 kindergarten, 3 first grade, 3 second grade, 3 third grade, 4 fourth grade, and 4 fifth grade class sections. In 2017-2018, we had 4 second grade classes, and in 2016-2017 we had 4 first grade classes. Prior to 2016, all grade-levels had at least 4 sections. We have 3 bus routes, serving about 22% of our students. Currently, a new neighborhood is being built in our enrollment area. Approximately 350 homes in the new neighborhood will be zoned to Jennie Reid.

The student population is 6.2% African-American, 50.4% Anglo, 38.8% Hispanic, 2.8% two or more, low socioeconomic status of 49.2%, and 9.6% Special Education. The staff population is 66.7% White, 9% African-American, 3.3% multi/other, 21% Hispanic, 5% male, and 95% female with an average of 12 years of experience. Our staff consists of 100% Highly Qualified teachers and 100% Highly Qualified paraprofessionals. All new teachers, hired this year, have between 1 and 12 years of prior teaching experience. Jennie Reid's team of teachers is comprised on 35 teachers and paraprofessionals, 2 Interventionists, a counselor, a nurse, and 2 administration staff members.

The last published mobility rate for the campus is approximately 12.2% in 2019, down from 12.5% the previous year. The average daily attendance rate for students is 95.8%. In comparison to our other 40 like schools, we are in quartile 4, with quartile 1 minimum percentage at 96.6% or higher. In 2018-2019, 49.2% of our students were economically disadvantaged.

This is the eighth year for Jennie Reid to be identified as a Title I school-wide campus. Our Title I programs consists of parent involvement activities, primary literacy intervention, tutorials before and after school for math and reading, reading and math professional development, and materials to support our reading and math programs. Our Title III program includes supporting our Limited English Proficient students who are serviced through our ESL teachers with reading materials and dictionaries. Jennie Reid Elementary has 2 Behavior Support Program classes. Jennie Reid's Special Education students are serviced though inclusion, support in the classroom, and resource support as needed.

The Jennie Reid Elementary needs assessment process consists of the site-based decision-making team (CPOC members) forming subcommittees to evaluate the previous year's data. The committees evaluated program evaluations and the following data: BAS, STAAR, MAP, Study Island, Reading Eggs/iRead results (computer reading program), attendance (students and staff), discipline referrals, student mobility, special education programs, gifted and talented program, PEIMS Data, and TEA school report cards. CPOC members reviewed the data to identify areas of strengths and needs noted herein.

## **Demographic Needs**

- 2018-2019 attendance rate was in quartile 4, compared to like schools
- Diminishing enrollment rate in last 3 years
- Rising percentage of economically disadvantaged students

## **Demographics Strengths**

Jennie Reid Elementary has several strengths, which include:

- Diverse student population
- Low teacher turn over for last 3 years
- Highly qualified and experienced teachers
- Supportive parents
- Community support from partners in education
- Decreased Mobility Rate
- Newly-built community in our zone

# Student Academic Achievement

## Student Academic Achievement Summary

Jennie Reid Elementary received a 'B' in the Texas Education Agency's 2019 accountability rating system. The overall rating, which was scored 82 out of 100, is based on scores in student achievement (85), school progress (83), and closing the gaps (74) among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade-span and student demographics. Jennie Reid earned two out of five distinctions for the 2018-2019 school year: one in Science performance and one in Post-Secondary Readiness.

Overall for the last three years, Jennie Reid's STAAR scores in math climbed 2 percentage points from 2017 to 2018 and then dropped down to 93% in 2019. Reading climbed from 87% in 2017 to 89% in 2018, then dropped slightly to 88% in 2019. Our science scores increased from 86% in 2017 to 91% in 2018, then decreased slightly to 90% in 2019. There was a significant drop in writing scores from 80% in 2017 to 68% in 2018. In 2019, our writing scores increased to 71%.

Subject	2017	2018	2019
Math	94%	96%	93%
Reading	87%	89%	88%
Science	86%	91%	90%
Writing	80%	68%	71%

Looking at each grade-level and subject-area on last year's STAAR test, the scores fell into 3 categories: Approaches, Meets, and Masters. Students in the 'Approaches' category are likely to be successful in the next grade-level with targeted interventions in place, while students in the 'Meets' category have a high likelihood of success in the next grade, and the 'Masters' category indicates that students mastered the grade level expectation. The data indicates that while we have many students reading the 'Approaches' category, we have some work to do in the 'Meets' and 'Masters' categories, as we would like to see these categories at 70% and 40%, consecutively. Of most concern are our writing scores, which are significantly lower than anticipated, at 71% approaches, 39% meets, and 7% masters in 2019, though each category did increase in percentage points from 2018. The math scores have increased in 3<sup>rd</sup> and 5<sup>th</sup> grades, but decreased in 4<sup>th</sup> grade. The reading scores have decreased in 3<sup>rd</sup> grade, but increased in 4<sup>th</sup> and 5<sup>th</sup> grades.

2018/2019 STAAR	2018/2019 APPROACHES	2018/2019 MEETS	2018/2019 MASTERS
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 <sup>rd</sup> Math	92% / 94%	58% / 47%	31% / 16%
4 <sup>th</sup> Math	95% / 86%	76% / 53%	45% / 29%
5 <sup>th</sup> Math	97% / 98%	72% / 65%	32% / 41%
3 <sup>rd</sup> Reading	92% / 83%	53% / 52%	31% / 23%
4 <sup>th</sup> Reading	80% / 87%	45% / 51%	24% / 17%
5 <sup>th</sup> Reading	89% / 95%	59% / 50%	25% / 26%
5 <sup>th</sup> Science	91% / 90%	53% / 60%	19% / 38%
4 <sup>th</sup> Writing	68% / 71%	33% / 39%	5% / 7%

## MATH

Math scores for the last two years reveal growth in 3<sup>rd</sup> and 5<sup>th</sup> grades and a dip in 4<sup>th</sup> grade scores. Our 3<sup>rd</sup> graders in 2018 were at 92% and increased to 94% passing in 2019. In 2018, our 5<sup>th</sup> graders were at 97% passing, which increased to 98% in 2019. Our 4<sup>th</sup> graders in 2018 were at 95% passing, and decreased to 86% passing in 2019. This grade-level experienced a change in instructors after the first 9 weeks of school, going from two math teachers on the grade-level to one math teacher for the entire grade-level.

Math	2018	2019
3 <sup>rd</sup>	92%	94%
4 <sup>th</sup>	95%	86%
5 <sup>th</sup>	97%	98%

2019 MATH STAAR	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3 <sup>rd</sup>	94%	47%	16%
4 <sup>th</sup>	86%	53%	29%
5 <sup>th</sup>	98%	65%	41%

An analysis of scores for each student group at each grade level in MATH revealed the following:

- Fourth grade MATH scores decreased 9% points from the prior year

- White student group and non-continuously enrolled students decreased the percent of students that Met Grade Level Performance
- White student group and continuously enrolled students contributed to missing our Growth target in All Students group by 4 points

This contributed to Jennie Reid missing our Student Success target in the white demographic group by 2 points. This indicates that our white students are not performing at the level of their average counterparts state-wide.

## READING

Reading scores for the last 2 years reveal growth in 4<sup>th</sup> and 5<sup>th</sup> grade scores and a significant dip in 3<sup>rd</sup> grade reading scores. In 2018, our 4<sup>th</sup> graders were at 80%, which increased to 87% in 2019. Our 5<sup>th</sup> graders were at 89% in 2018, and increased to 95% in 2019. Our 3<sup>rd</sup> graders fell from 92% approaches in 2018 to 83% in 2019.

Reading	2018	2019
3rd	92%	83%
4th	80%	87%
5th	89%	95%

2019 READING STAAR	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd	83%	52%	23%
4th	87%	51%	17%
5th	95%	50%	26%

An analysis of scores for each student group at each grade level in READING revealed the following:

- Third grade READING scores decreased 9% points from the prior year
- Fourth grade READING scores increased 7% points from the prior year
- Fifth grade READING scores increased 6% points from the prior year
- The Special Education scores show the greatest variance of all student groups. 19% for SpEd and 44% for all students
- White student group and continuously enrolled students contributed to missing our Growth target in All Students group by 1 point
- White student group has missed the Academic Achievement Reading target and Growth Reading target for 3 consecutive years

This contributed to Jennie Reid missing our Student Success target in the white demographic by 2 points. This indicates that our white students are not performing at the level of their average counterparts state-wide. Jennie Reid is a campus identified for additional targeted support.

## WRITING

Writing	2018	2019
4th	68%	71%

A reviewing writing scores for the last 2 years reveals that the percent of students passing increased from 68% in 2018 to 71% in 2019. The most significant finding(s) during the analysis of all WRITING academic achievement data is that our classroom observation and grades do not mirror our performance of the STAAR in Writing. When comparing the STAAR scores with classroom observations and grades, we found that some students who had average performance in the classroom, performed below-level on the STAAR. This indicates that the rigor of instruction in the classroom is lower than that measured on STAAR. Our teachers are in need professional development for increasing the rigor of their instruction.

## SCIENCE

Science	2018	2019
4th	91%	90%

In reviewing the science scores specifically, 91% of our 5<sup>th</sup> graders in 2018 performed at the Approaches level or above, while in 2019 90% of our students performed at these levels. It is to be noted that the percentage of students at the Masters level in 2018 was 19%, and doubled to 38% in 2019. This indicates that there was an increase in the rigor of our science instruction.

As a No Excuses University (NEU) school, Jennie Reid Elementary needs to continue to ensure that our students are given the character and skills development to afford them the opportunity to be college bound if they so choose to attend. Our goal is to have at least 90% of all students (3<sup>rd</sup>-5<sup>th</sup>) and student subgroups (Economically Disadvantaged, Hispanic, African American, and White) meet standards on state mandated assessments (STAAR). In regards to STAAR advanced level performance, the campus goal is to have at least 40% perform on advanced level in reading and mathematics for ALL students. Based on review of the data, the instructional process must continue to increase the rigor in all groups in writing, and provide targeted intervention to specific groups, such as white students in reading.

Effective research-based tutorials and interventions need to be provided early in the year to those students at-risk of failing and/or who have previously failed state assessments. Continuous staff development is needed in the area of critical thinking, higher-level thinking, vocabulary instruction, problem solving, and differentiation. Jennie Reid Elementary needs to continue to improve in student tutorials and interventions for struggling students in at-risk and economically disadvantaged subgroups. Title I funding is needed to support early tutoring and interventions.

### Student Academic Achievement Needs:

- 3rd grade Reading Approaches decreased to 83%
- 4th grade Math Approaches decreased to 86%
- 4th grade Writing Approaches is at 71%
- Meets Grade Level Scores are low in all grade levels and subjects
- Masters Grade Level Scores are low in all grades in Reading, 3rd & 4th math, and writing

## Student Academic Achievement Strengths

Jennie Reid Elementary has several student academic achievement strengths, which include:

- Over 90% of students in 3<sup>rd</sup> & 5<sup>th</sup> grades scored at the Approaches level or higher in math for the last 3 years
- Number of students scoring Masters in 5th grade math exceeded 40% in math in 2019
- Reading scores in 4th grade increased in Approaches and Meets
- Science Masters rate increased doubled from 2018 to 2019
- Writing scores increased in all categories from 2018 to 2019

# School Processes & Programs

## School Processes & Programs Summary

The campus at Jennie Reid has an administration team composed of the Principal, Assistant Principal, and Counselor. Primary teachers are self-contained, while 3<sup>rd</sup>-5<sup>th</sup> are departmentalized. Our paraprofessionals consistently support our morning, lunch and afternoon duties. Grade levels have a common planning time every day for planning and discussion of student data. The campus PLCs are an avenue to support communication with colleagues and administration and give opportunities to discuss student data as the campus moves forward in supporting student success, in addition to discussing curriculum and instructional strategies that need to be supported and evaluated. The RTI process is used for collaboration with administration and colleagues to support the needs of struggling students. Data is consistently reviewed at PLCs, RTIs, vertical meetings and CPOC. This allows us to make decisions about needed professional development plans. Grade level chairs serve as the lead people on each grade level who pull the data together, meet weekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to AWARE data reports and TEKS Resource System curriculum.

We do our best to keep a consistent tutoring schedule, with the same tutors who already know the students and staff. New student information is tracked to identify immediate needs. The master schedule supports student management needs, while instructional time needs to be protected and class interruptions need to be minimal. MTSS/RTI is embedded in the master calendar at the beginning of each year, in 6 week increments. PLCs focus on instructional planning and data review/discussions. Student clubs, before or after school, support enrichment of student interests such as robotics, chess, and community involvement (Student Council.)

The district curriculum TEKS Resource System is available to all teachers. Math TEKS Resource System is highly implemented by teachers with the support of the district math coaches and they see the vertical alignment strengths it provides on campus. The support of a math coach is valuable to the math instruction on campus and improvement of student learning. Teachers are aware of campus vertical needs/“hot spots” and are included in all STAAR trainings to support the readiness and supporting standards across grade levels. Teachers have access to and follow the newly-adopted HMH scope and sequence in reading. They also have a leveled literacy library and a science materials room available. PLCs and after school professional development allow teachers an opportunity to learn more about readiness standards and the vertical impact. In addition, PLCs throughout the year allow teachers an opportunity to look at their student data, set SMART goals and make action plans that support the students’ needs. Teachers are supported with professional development (using “push in” model and after school) throughout the year, targeting campus needs. Teachers are provided the opportunity to visit other classrooms and reflect on their current practices.

We have two Interventionists on our campus. One Interventionist is trained in dyslexia intervention and focuses on reading with our primary (K-2) students. Our other interventionist focuses on math with our second through fifth grade students; however, she also pulls students in need of extra practice in reading.

Although material is readily available, funding is needed to continue to support science and literacy materials. Maintaining library inventory and technology inventory is continuously needed. More creative opportunities are needed to allow for students to interact with technology. There is a need to increase the availability of cutting-edge technology on campus to increase student engagement. In 2017, we purchased 30 iPads, which are distributed among our K-2 classrooms and used for MAP testing. We purchased an additional 10 iPads in 2019.

As for building updates, there is a need for new chairs and desks, cafeteria tables, in addition to updating the gym floor and student and staff restrooms.

### **School Process and Programs Needs:**

- Our retired-teacher tutors are not always consistent with their attendance
- Our students who are invited to attend tutoring are not consistent with their attendance
- Guided reading groups are not always effective and consistent in the primary grades
- Student engagement is lacking, due to need for updated technology and training

### **School Processes & Programs Strengths**

Jennie Reid has multiple strengths in the area of school processes and programs, to include:

- PLCs are used to analyze and review Checkpoint, Benchmark, and other assessment data
- A stocked science lab and science equipment room are available for use by teachers
- Math manipulatives are readily available and stored in a common area
- The literacy library is stocked with sets of books for guided reading and well organized
- A technology integration lab is available for scheduling as needed
- Teachers attended 24 hours of professional development focused on their individual needs in Summer 2019

# Perceptions

## Perceptions Summary

One of the core beliefs of Jennie Reid Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. New teachers and families come into our school with various school experiences. Due to constant change, we have to work very hard at maintaining a culture of high expectations for student learning. Jennie Reid wants to narrow the performance gap among all student groups, and particularly between general education and SpEd students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "Every student is our number one priority." When students walk in the door, they belong to us.

Jennie Reid also places a priority on creating a family and community friendly school environment. We know communication is a key way to engage parents and the community. In addition to the monthly newsletters and calendars sent home and school events posted on the marquee, Jennie Reid Elementary extends communication by offering a variety of parental involvement activities such as Open House, Family Literacy Night, Family Math and Science Night, and Get Off the Couch Night. We take pride in the fact that parents consistently report that our office staff is professional and very parent-friendly.

Only 57 parents completed the parent survey distributed at the end of the 2018-2019 school year. 100% of the parents surveyed report that they think Jennie Reid has a positive learning environment and they respect their child's teacher. While 91% of parents who completed the survey feel that their child feels safe at school, the others are neutral or do not feel that their child feels safe. While 91% of parents feel that Jennie Reid meets their child's academic needs, 9% are neutral, or feel like it does not. Most parents report that they are consistent with ensuring their child reads at home daily they attend parent conferences. While 5% of parents report that they do not read the Monthly Newsletters, 92% feel that communication is from the school is sufficient. Parents of each grade-level were represented evenly in the survey, as all grade-levels were represented by 10-15 surveys.

## Perception Needs:

- Only 72% of the parents who responded to the survey are a member of the Remind group
- Only 42% of the parents who responded to the survey follow the Jennie Reid PTO Facebook page
- Parents commented that discipline needs to be strengthened at Jennie Reid

## Perceptions Strengths

Jennie Reid has several perceived strengths including:

- Jennie Reid is a family-friendly school in a supportive community
- 100% of parents surveyed report that they think Jennie Reid has a positive learning environment & they respect their child's teacher

- 91% of parents report they think their child feels safe at school
- 91% of parents feel that Jennie Reid meets their child's academic needs

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

**Performance Objective 1:** Increase STAAR reading and math scores to 90% approaches, 70% meets, and 40% masters across all STAAR grade-levels.

**Evaluation Data Source(s) 1:** (F) PLC agenda and minutes; walkthroughs; Powerwalks; lessons plans  
(S) STAAR results and EOY assessments; T-TESS summative

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<b>Additional Targeted Support Strategy</b> 1) Provide before, during, and after-school tutorials & intervention for students who have previously failed or are at risk of failing the reading and/or math STAAR.	2.4, 2.5, 2.6	Diane Weeden	Increased academic achievement.
	<b>Funding Sources:</b> 211 Title I, Part A - 11500.00		
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 2) Provide 1-to-1 dictionaries to all 3rd through 5th grade students, for use on classwork and during state testing, as allowed.	2.4, 2.6	Lisa Basile	Student vocabulary knowledge will increase, thus increasing scores on state testing.
	<b>Funding Sources:</b> 263 Title III, LEP - 707.00		

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

**Performance Objective 2:** Increase overall MAP growth scores by 10%, in both reading and math, across grade-levels K-5.

**Evaluation Data Source(s) 2:** (F) tutoring lists; action plans; interventionist schedules; progress monitoring  
 (S) End of year MAP assessment scores

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            1) Provide Tier III interventions, through the use of Interventionists or tutors, to students who are struggling in reading and math, in order to close the gaps.</p>	2.4, 2.6	Diane Weeden Lisa Basile Crystal English Deon Williams Ashley Wenckens	Increased academic performance in students receiving Tier III tutoring.
<b>Funding Sources:</b> 211 Title I, Part A - 31290.00			
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            2) Purchase instructional books and resources, guided reading books, and other reading materials, based on specific areas of need.</p>	2.4, 2.6	Deon Williams Ashley Wenckens	Teachers will have more instructional resources. Students will have more leveled books to read in guided reading groups, and to take home for practice.
<b>Funding Sources:</b> 211 Title I, Part A - 1000.00			

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

**Performance Objective 3:** To increase the rigor in science, math, reading, and writing instruction on campus.

**Evaluation Data Source(s) 3:** (F) Lessons plans; grade level planning minutes; Faculty Meeting/Staff Development/PD agendas  
(S) Discipline records; T-TESS; EOY results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            1) Increase the rigor of reading, math, writing, and science instruction, through focused instructional strategies provided in Staff Development and Professional Development.</p>	2.4, 2.5, 2.6	Diane Weeden Lisa Basile	Increased student performance in science, math, reading, and writing.
<p><b>Funding Sources:</b> 211 Title I, Part A - 1000.00</p>			

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

**Performance Objective 4:** To increase Writing STAAR scores by at least 10% in each category (Approaches, Meets, Masters).

**Evaluation Data Source(s) 4:** (F) lesson plans, tutoring lists, schedules  
(S) STAAR results

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Writing teachers will use their Writing Academy training and daily DOL materials to teach students songs and chants to remember the grammar rules and increase writing STAAR scores.	2.4, 2.5, 2.6	Diane Weeden Lisa Basile	Students' scores in grammar will increase, thus increasing writing STAAR scores.

## Goal 2: Provide a safe, secure and disciplined learning environment for all students.

**Performance Objective 1:** Decrease discipline referrals by 10%, by promoting safety, having Restorative Circles, and providing Character Education to all students.

**Evaluation Data Source(s) 1:** (F) eSchool discipline reports; Conduct Reports; Student of the month rosters; Principal's Award rosters  
(S) Discipline Reports, staff/parent/teacher survey; Restorative Circle Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Promote a safe learning environment by having Restorative Circles and providing Character Education via Words of Wisdom and guidance lessons at least once per month for all students.	2.5	Crystal English	Student discipline referrals will decrease as the number of Restorative Circles increase.

**Goal 2:** Provide a safe, secure and disciplined learning environment for all students.

**Performance Objective 2:** Increase student awareness of personal safety and character education.

**Evaluation Data Source(s) 2:** (F) Guidance lesson plans; assembly schedule  
(S) Student surveys and discipline records, newsletter calendar

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide at least 3 School Safety programs, such as bike safety, tobacco/drug prevention (DARE), and water safety throughout the school year.	2.5	Crystal English	Students will gain knowledge of character education, as well as ways to recognize and report bullying or drug/tobacco use.

**Goal 2:** Provide a safe, secure and disciplined learning environment for all students.

**Performance Objective 3:** Provide added safety supports in the form of extra volunteers on our campus at least 10% of the school days, throughout the year.

**Evaluation Data Source(s) 3:** (F) Watchdog Meeting agenda, sign in sheets  
(S) Parent surveys, discipline records

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Implement a Watchdog Program, made up of members of our students' families who volunteer to monitor inside and outside, at least 10% of the school days, throughout the year.	3.1	Aaron Arriazola	Students report feeling more safe throughout the school year.

### Goal 3: Attract, develop and retain excellent staff

**Performance Objective 1:** Provide professional growth resources and training to all teachers through vertical team meetings and PLCs, throughout the year.

**Evaluation Data Source(s) 1:** (F) Minutes and sign-in sheets; certificates; walkthroughs  
(S) T-TESS summary; student BAS and STAAR results

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) At least 10% of our faculty members will present training or professional growth resources to our faculty throughout the year.	2.6	Diane Weeden	Teachers will increase their professional knowledge by participating in shared professional development ideas and resources.

**Goal 3:** Attract, develop and retain excellent staff

**Performance Objective 2:** Provide PD for teachers and paras on effective SpEd, Behavior Program, and Inclusion practices.

**Evaluation Data Source(s) 2:** (F) Sign-in sheets, discipline documentation  
(S) STAAR scores for Special Education students

**Summative Evaluation 2:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Provide a minimum of 3 opportunities for professional development in the area of SpEd, (including Behavior and Inclusion) to all teachers.	2.6	Nita Bales Robi Lasiter	Teachers will identify and understand the best instructional/behavioral strategies to use with special populations.

## Goal 4: Promote family engagement and active involvement of the community in the education of our students

**Performance Objective 1:** Encourage parent and involvement by at least 30% of our parents, by providing various volunteer and family engagement opportunities.

**Evaluation Data Source(s) 1:** (F) Assembly agendas, sign in sheets  
(S) Total parent participation

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Increase family engagement and parental involvement, to include at least 30% of our parents, through speaking at College Assemblies or Career Fairs, volunteering with PTO, chaperoning field trips, and serving as room parents etc.	3.1	Diane Weeden Crystal English	Parents will feel more connected and welcome in our school.
<p><b>Additional Targeted Support Strategy</b></p> 2) Provide additional parental/ community involvement activities, such as: * Title I Open House *Family Literacy Night *Family Science and Math Nights (hands-on) *Get Off The Couch Night *GT and Tech Expo Night Provide hands-on, make-and-take, real world activities.	3.2	Crystal English	At least 40% of our student's family members will participate in parental involvement activities.
<b>Funding Sources:</b> 211 Title I, Part A - 642.00			
<p><b>Additional Targeted Support Strategy</b></p> 3) Provide at least 2 opportunities throughout the school year for school-wide parent/teacher conferences.	2.6, 3.1, 3.2	Diane Weeden Lisa Basile	Parents will be apprised of student strengths/weaknesses, and gain awareness of how to work with their child to help.

**Goal 4:** Promote family engagement and active involvement of the community in the education of our students

**Performance Objective 2:** Increase parent communication by providing a Remind account for parents, and sending at least 10 School Messenger messages throughout the year.

**Evaluation Data Source(s) 2:** (F) Remind & School Messenger reports, website visit count  
(S) Survey parents on use and satisfaction

**Summative Evaluation 2:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Utilize technology, such as Remind, School Messenger, and school website to increase parent participation.	3.1	Diane Weeden Lisa Basile	Communication with parents will be increased.

**Goal 4:** Promote family engagement and active involvement of the community in the education of our students

**Performance Objective 3:** Encourage at least 50% of our EL families to participate in school events and activities by providing monthly newsletters and flyers in English & Spanish.

**Evaluation Data Source(s) 3:** (F) Newsletters, flyers  
(S) Sign in sheets

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) A qualified translator will translate all newsletters and flyers that are sent home.	2.6, 3.1	Lisa Basile	Parents of our EL students will attend school events and activities.
<b>Funding Sources:</b> 211 Title I, Part A - 1493.00			

## Goal 5: Ensure and demonstrate efficient and effective use of district resources.

**Performance Objective 1:** Increase student engagement and success by purchasing additional iPads for use in classrooms.

**Evaluation Data Source(s) 1:** (F) Sign-in sheet, walkthroughs  
(S) T-TESS; teacher survey; student survey

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Increase student engagement and success by making more iPads and headphones available and training teachers.	2.4	Diane Weeden Lisa Basile	Student engagement will be increased through the use of new iPads in secondary classrooms.
<b>Funding Sources:</b> 211 Title I, Part A - 2718.00			

**Goal 5:** Ensure and demonstrate efficient and effective use of district resources.

**Performance Objective 2:** Utilize district math coach to support instructional programs on campus to increase math scores to meet the 90/70/40 goal.

**Evaluation Data Source(s) 2:** (F) Minutes provided by coaches  
(S) T-TESS, STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<b>Targeted Support Strategy</b> 1) The district math coach will support instructional programs on campus by planning with and/or observing our math teachers 5 times throughout the year to discuss instructional strategies.	2.4	Melissa Yankin	Math students will perform at the 90/70/40 level on STAAR.

**Goal 5:** Ensure and demonstrate efficient and effective use of district resources.

**Performance Objective 3:** Increase the overall school attendance rate to 96.6% by the end of the school year.

**Evaluation Data Source(s) 3:** (F) Monthly classroom attendance calendars, Attendance incentive board  
(S) Attendance reports

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Track and announce daily attendance rate, with 96.6% as a goal. Reward students with monthly perfect attendance a ticket for an attendance prize drawing.	2.6	Diane Weeden Lisa Basile	Students will want to come to school daily, to be in the drawing for the attendance prize. Our daily attendance rate will average 96.6% by the end of the year.
2) Track monthly class attendance rates by providing monthly calendars to post on classroom doors. The class with the highest number of days of perfect attendance for the month will get to display the grade-level attendance trophy for the month.	2.5	Diane Weeden Lisa Basile	Students will come to school daily, so their class will get a sticker for perfect attendance, thus increasing school-wide daily attendance rates.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Please see the 2019-2020 Jennie Reid Elementary Campus Improvement Plan.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Please see the 2018-2019 Jennie Reid Elementary Campus Improvement Plan members.

### **2.2: Regular monitoring and revision**

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

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

The CIP will be posted on the LPISD website and available at the Jennie Reid Elementary Office.

### **2.4: Opportunities for all children to meet State standards**

- Provide before, during, and after-school tutorials for students who have previously failed or are at risk of failing the reading and/or math STAAR.
- Provide Tier III interventions, through the use of Interventionists or tutors, to students who are struggling in reading and math.
- Increase student engagement and success by making more iPads available and training teachers.
- The district math and science coaches will support instructional programs on campus by planning with and/or observing our math and science teachers 5 times throughout the year to discuss instructional strategies.

## **2.5: Increased learning time and well-rounded education**

- Provide teachers with Fundamental Five training on the five practices that every teacher should use to increase student achievement.
- Provide before, during, and after-school tutorials for students who have previously failed or are at risk of failing the reading and/or math STAAR.
- To provide opportunities for teachers to attend professional development in the areas of science, math, reading, writing, and character education. (ie. The Writing Academy; No Excuses University, CAST, CAMT, and Lead4Ward.)
- Promote a safe learning environment by having Restorative Circles and providing Character Education via Words of Wisdom and guidance lessons at least once per month for all students.
- Provide at least 3 School Safety programs, such as bullying, tobacco/drug prevention (DARE), and water safety throughout the school year.

## **2.6: Address needs of all students, particularly at-risk**

- Provide before, during, and after-school tutorials for students who have previously failed or are at risk of failing the reading and/or math STAAR.
- Provide Tier III interventions, through the use of Interventionists or tutors, to students who are struggling in reading and math.
- At least 10% of our faculty members will present training or professional growth resources to our faculty throughout the year.
- Provide a minimum of 3 hours of professional development in the area of SpEd, (including Behavior and Inclusion) to all teachers.
- Track and announce daily attendance rate , rewarding a letter of a phrase each day we reach 97% or higher.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

- Implement a Watchdog Program, made up of male members of our students' families who volunteer to monitor inside and outside, at least 3 days per week, throughout the year.
- Increase family engagement and community involvement, to include at least 10% of our parents, through speaking at College Assemblies, volunteering with PTO, chaperoning field trips, and room parents.

- Utilize technology, such as Remind, School Messenger, and School Website to increase parent participation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Wenckens	Interventionist	Title I	.3950

# Campus Funding Summary

<b>211 Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Funds for tutorials during the day, before school, and after school	2110-11-00-101-30-014-6112	\$9,000.00
1	1	1	Funds for tutorials during the day, before school, and after school	2110-11-00-101-30-014-6118	\$2,500.00
1	2	1	Interventionist	2110-11-00-101-30-014-6119	\$31,290.00
1	2	2	Instructional Materials	2110-11-00-101-30-014-6329	\$1,000.00
1	3	1	Professional Development	2110-13-00-101-30-014-6411.IS	\$1,000.00
4	1	2	Family Engagement	2110-61-00-101-30-014-6399	\$642.00
4	3	1	Translation of Newsletters & Flyers	2110-61-00-101-30-014-6118	\$1,493.00
5	1	1	Computer Supplies	2110-11-00-101-30-014-6396	\$2,718.00
<b>Sub-Total</b>					<b>\$49,643.00</b>
<b>263 Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Student dictionaries	2630-11-00-101-25-014-6329	\$707.00
<b>Sub-Total</b>					<b>\$707.00</b>
<b>Grand Total</b>					<b>\$50,350.00</b>