

La Porte Independent School District

Bayshore Elementary

2019-2020 Improvement Plan

Accountability Rating: C

Distinction Designations:
Postsecondary Readiness



Mission Statement

The Bayshore Elementary staff seeks to promote and develop the growth of our students academically, socially and emotionally within a safe learning environment.

Vision

We are committed to creating a school that knows no limits to the academic success of each student.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Bayshore Elementary is one of seven elementary campuses in La Porte Independent School District. Bayshore Elementary opened its doors in 1965 and changed its physical location in January 2010 after Hurricane Ike caused destruction to the original site in September 2008. Bayshore serves approximately 466 bilingual and general education students, Kindergarten through 5th grades to include two classes of SAIL. Kindergarten through second grade students are served in self-contained classrooms. Third through fifth grade students receive instruction in a departmentalized environment.

The site-based decision-making team looked at last year's program evaluations, reflections from campus events, survey results and the following data: TEA Accountability data, STAAR data, campus benchmarks, BAS, attendance, MAP results, STAR reading, discipline, PEIMS, student data reports to develop our needs assessment and campus improvement plan.

The student population is 10% African-American, 58% Anglo, 32% Hispanic, with a low socioeconomic status of 61% as of September 2019. The staff population is 6% African-American, 72% Anglo, 19% Hispanic, 6% male and 94% female. Bayshore has 100% of Highly Qualified Teachers and 100% Highly Qualified Paraprofessionals. Teachers have 0-30 years of experience with 10 years or less being the majority. The overall mobility rate for the campus is approximately 21%. The average daily attendance rate for students is 95.6%.

Bayshore Elementary serves approximately 73 English learners (16%) in the Bilingual/ESL Program. Gifted and Talented Services are provided to 5% of the population. There are 14 students identified as dyslexic and 12% of our students are served through special education services.

The schoolwide Title 1 program consists of parent involvement activities which include Parent Forums, Parent Compact Conferences and regular parent meetings throughout the year; math and science professional development specifically in the area of vocabulary and problem solving; after school tutoring for students who are struggling in math; and reading, math and science intervention. Our Title III program supports professional development for teachers of ELL learners in best practices, support materials, and extended day tutorials.

Demographics Strengths

Bayshore Elementary has many strengths. Some that stand out are:

- 1) Increased communication with bilingual parents by maintaining a bilingual assistant principal.
- 2) Strong support staff and interventionists provide resources and guidance with curriculum.
- 3) The staff has a strong awareness of all special needs programs and students on campus which carries over into the safety of students.
- 4) The staff is committed to support restorative practices and implements Circle Time within their morning routines.

Student Academic Achievement

Student Academic Achievement Summary

Bayshore received a "C" in the Texas Education Agency's 2018 accountability ratings. The overall rating is based on student achievement, school progress and closing gaps among various racial, ethnic and socioeconomic groups.

ALL Grade Levels				
Subject	2016	2017	2018	2019
Math	93	93	89	79
Reading	91	81	82	84
Science	93	75	75	69
Writing	82	67	70	63

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade or course and are less likely to need intervention.

2018 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Math	89	49	23
4 th Math	83	54	28
5 th Math	100	91	57
3 rd Reading	86	53	32
4 th Reading	86	49	23
5 th Reading	94	71	34
5 th Science	68	23	6
4 th Writing	74	36	8

The data analysis shows the majority of students are scoring at the approaches level in all grade levels and all subjects.

Reading	2017	2018	2019
3rd	84	78	85
4th	91	84	81
5th	83	86	94

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

- Economically Disadvantaged (ECD) scores stay consistent within 5% of non-ECD at the approaches level, but non-ECD outscores by half.
- The Special Education (SpEd) scores range from 20-30% lower than other student groups.
- The fifth grade reading scores showed a small increase after the second administration.

The most significant findings during the analysis of all Reading academic achievement data shows more students show an increase at the approaches and masters levels.

Math	2017	2018	2019
3rd	88	81	72
4th	74	90	69
5th	97	96	100

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

- At the third grade level, Bilingual students scored higher at the masters level.
- Economically Disadvantaged (ECD) students scored lower than other groups in third grade.
- At the fourth and fifth grade levels there was no significant difference among Economically Disadvantaged student groups.
- Special Education students (SpEd) consistently have a lower passing rate than other student groups.

Further analysis among Math shows fifth grade outscores third and fourth after the first administration.

Writing	2017	2018	2019
4th	68	70	64

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

- Non-Bilingual students scored 25% higher than Bilingual students.
- Special Education (SpEd) students scored significantly lower by 50%.
- Females outscores males by 26%.

Science	2017	2018	2019
5th	77	75	68

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

- Gifted and Talented (GT) students outscored other student groups by 30%.
- Economically Disadvantaged (ECD) scores are 5% lower than non-ECD.
- Bilingual students scored 18% lower than other students.
- Special Education (SpEd) are 27% lower than non-SpEd scores.

Student Academic Achievement Strengths

Student Academic Achievement Strengths:

- Our fifth grade Math scores continue to increase Meets and Masters scores.
- All students, Hispanic, Economically Disadvantaged and EI groups met academic growth in Reading.
- The Economically Disadvantaged and Hispanic groups meet Academic Achievement targets in Reading.
- The Economically Disadvantaged and EL groups met Math targets for the past 3 years.
- In the Student Achievement Domain, Hispanics, Economically Disadvantaged, EL and all student groups met targets in Math.

Student Academic Achievement Needs:

- SpEd group scores in reading show a significant difference.
- All students in the category of "white" group missed the Reading target 3 consecutive years.
- SpEd group scored 21% in Math and did not meet the target.
- Fifth Grade Science scores decreased to 68%.
- Fourth Grade Writing scores decreased to 64%.

School Processes & Programs

School Processes & Programs Summary

A campus needs assessment in June 2019 revealed three areas needing improvement: 1) Behavior strategies and interventions to meet the needs of students with disabilities with inclusion; 2) reading adoption training; 3) Mental Health Awareness Training; 4) More effective and relevant monthly data talks; and 5) Increased rigor in the classroom.

With the addition of the Social Academic and Interpersonal Learning (SAIL) program in 2017-2018, teachers indicated the need for professional development in behavior strategies. Teachers want to meet the needs of all students and address the behaviors appropriately so that students can function in the classroom.

With the increase of students with disruptive behaviors in the regular education classrooms, teachers indicated the need for Social Emotional Learning education and training.

In an effort to increase reading comprehension and students' love of reading, teachers expressed a desire for a more rigorous reading incentive. Teachers would like to continue the 40 Book Challenge with more training. Students and teachers collaborate, keep journals and conference with teachers on their current book. To help teachers with the implementation, we will discuss strategies and monitor progress during Bobcat Talks (PLCs). For the 2019-2020 school year, the reading interventionists will help implement and facilitate the new HMH adoption.

To address teacher requests for help with analyzing all data, monthly data talks will occur during Bobcat Talks (PLCs). The significant part of early dismissal days and days set aside for professional development will center on data and student growth. Teachers also requested more help with resources and strategies for differentiating.

School Processes & Programs Strengths

School Processes and Program Needs:

- Reading consistency across the grade levels.
- Instructional rigor within Reading and Math.
- More vertical team meetings and use of science lab to support Science.
- Emotional Backpack training

Bayshore Elementary has several strong processes and programs. A few of these are:

- Mentoring program for grades 3-5

- Morning labs consisting of sight words, flash cards, computers, homework, book clubs
- MTSS/RTI under the direction of our counselor
- Tutoring program through ACE and Bayshore teachers

Technology Strengths:

- 3 computer labs
- Stemsopes
- Study Island
- IXL
- Reading A to Z (English and Spanish)

Perceptions

Perceptions Summary

Bayshore Elementary encompasses a diverse community of households and incomes. We have a mobility rate of 21%. When new students arrive an administrator or counselor greets the student and parents in order to make them feel welcome the first day. It is our goal to get them in a classroom and acclimated as quickly as possible. Within the first few days we check for the student's reading level and/or English proficiency so that we may put interventions in place immediately if needed. It is our goal to provide the educational setting a child needs for the time attending Bayshore. During Bobcat Talks (PLCs) we discuss new students and interventions which may be needed, as well as the interventionists getting the student into groups. Our staff works hard at welcoming new students and families to Bayshore and accepting them as our own. We know that whether our students are enrolled for 3 years or 3 months, we give all students a positive learning experience.

Bayshore places a priority on parent involvement and strengthening community while working with a core group of parents in PTO. We offer events throughout the month at different times and days to meet the schedules of parents. We communicate with our parents through school and classroom newsletters, School Messenger call outs, the marquee, Save the Date notes, and the website. Our monthly events include Games with Grandparents, Literacy Night, Parents Night Out in which staff watch students so parents can go shopping for Christmas, Supper with Santa, staff Christmas Caroling in the evening through the neighborhoods, Bingo Night, STEM Night, College and Career Night, and Art/GT Creativity Night, Kindergarten Round Up, WATCH DOGS, and Scholar of the Month. Our community encourages us to continue providing activities and involving their participation.

Perceptions Strengths

Perceptions Needs:

- Increase PTO parent participation

Perceptions Strengths:

- Bayshore Elementary offers a wide variety of activities to include parents throughout the year.
- Because of the interventions provided to students, parents feel like we offer more support than previous schools in other districts attended by their children.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

Goals

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

Performance Objective 1: Increase the performance of all student groups in all subjects on 2020 STAAR by 10% or higher at the Meets grade level.

Evaluation Data Source(s) 1: STAAR 2020 scores; Checkpoint analysis; Benchmarks

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Increase STAAR Writing scores by strengthening writing strategies through observations of other teachers and modeling.	2.4, 2.5, 2.6	Principal Assistant Principal	Increase in student performance by 5-10% points on the 2019 STAAR Writing assessment.
Additional Targeted Support Strategy 2) Provide contracted services for guided reading and writer's workshop training.	2.4, 2.5, 2.6	Principal Assistant Principal	Increase achievement and academic growth.
Funding Sources: 211 Title I, Part A - 4000.00			
Additional Targeted Support Strategy 3) Meet in vertical teams with scope and sequence to strategize across grade levels. Increase instruction and use of the science lab. Use question stems from STAAR released tests. Provide specific staff development and resources through venues such as Region IV.	2.4, 2.5, 2.6	Principal Assistant Principal	Increase achievement
Funding Sources: 211 Title I, Part A - 7100.00			

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

Performance Objective 2: Increase reading rigor in grades 3-5 by incorporating the 40 Book Challenge into daily instruction.

Evaluation Data Source(s) 2: STAAR Reading scores; Checkpoint analysis; student reading journals; MAP scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Additional Targeted Support Strategy 1) Implement the 40 Book Challenge to increase rigor in reading instruction.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Interventionist- Gr. 3-5	Higher reading comprehension on STAAR and MAP scores.
<p>Funding Sources: 211 Title I, Part A - 3510.00</p>			

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

Performance Objective 3: Increase reading levels in grades K-2 at the Meets and Exceeds grade level using BAS.

Evaluation Data Source(s) 3: EOY BAS levels; MAP; Powerwalks

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Additional Targeted Support Strategy 1) Utilize Bobcat Talks to discuss student data each month.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers Reading Interventionist	Students will increase reading levels on EOY assessments.

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

Performance Objective 4: Provide specific professional development for teachers using data from MAP and BAS kit assessments during Bobcat Talks in order to pinpoint deficit areas for intervention.

Evaluation Data Source(s) 4: BAS levels; MAP scores; Checkpoint analysis data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
Additional Targeted Support Strategy 1) Provide staff development to show teachers how to use data from BAS and MAP to formulate groups and define skills needed.	2.4, 2.5, 2.6	Principal Assistant Principal Reading Interventionist K-2	Students will show growth on reading levels and comprehension.

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

Performance Objective 5: Increase the performance of Special Education students by 10% on 2020 STAAR assessments in all subject areas.

Evaluation Data Source(s) 5: STAAR assessments

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide professional development for teachers to support students with disabilities.		Principal Assistant Principal Special Education Teachers	Increase in SpEd student performance by 10% on the 2019 STAAR assessment.

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

Performance Objective 6: Increase reading comprehension through small group instruction.

Evaluation Data Source(s) 6: EOY BAS and MAP scores; STAAR Reading scores

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">Additional Targeted Support Strategy</p> <p>1) Purchase reading materials for small group instruction.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Teachers Reading Interventionist	Students' comprehension levels will increase as measured on BAS, STAAR and MAP assessments.
Funding Sources: 263 Title III, LEP - 1500.00			
2) Purchase RAZ Kids for Bilingual classes .	2.4, 2.5, 2.6	Teachers	Increased reading comprehension
Funding Sources: 263 Title III, LEP - 1039.00			

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

Performance Objective 7: Increase academic performance of at-risk students

Evaluation Data Source(s) 7: STAAR Reading and Math scores; Checkpoint Analysis; Benchmark data

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">Additional Targeted Support Strategy</p> <p>1) Provide intervention in the area of reading for students below level.</p>	2.4, 2.5, 2.6	Reading Interventionist Teachers Principal Assistant Principal Retired Teachers	Students' reading comprehension level will increase on STAAR.
<p>Funding Sources: 211 Title I, Part A - 62540.00, 263 Title III, LEP - 1007.00</p>			

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

Performance Objective 8: Provide staff development in EL strategies to ESL/Bilingual teachers.

Evaluation Data Source(s) 8: Increase in EL scores on MAP and STAAR

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide staff development opportunities to EL and Bilingual teachers.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Increased scores on MAP and STAAR for ESL/Bilingual students
	Funding Sources: 263 Title III, LEP - 5580.00		
2) Provide bilingual/ESL supplies for math, science, and vocabulary	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Increased scores on MAP and STAAR for ESL/Bilingual students.
	Funding Sources: 263 Title III, LEP - 2580.00		

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 1: Provide behavioral strategies to teachers for students with high needs.

Evaluation Data Source(s) 1: Discipline referrals to office

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide staff development to teachers for students with emotional and aggressive behaviors.	2.5, 2.6	Principal Assistant Principal	Fewer discipline referrals Decrease in loss of instructional time
	Funding Sources: 211 Title I, Part A - 2000.00		

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 2: Provide safety training to all staff, including substitutes and tutors on school safety awareness.

Evaluation Data Source(s) 2: Procedures will be followed during safety situations.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide safety training to staff, substitutes and tutors upon entering building.	2.5, 2.6	Principal Assistant Principal Office Staff	Heightened safety awareness by everyone in case of an emergency.

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Ensure that all teachers obtain their ESL certification.

Evaluation Data Source(s) 1: SBEC Look Up for certifications

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Encourage teachers to obtain ESL certification.		Principal Assistant Principal	Certified teachers will help more students using ESL strategies.

Goal 3: Attract, develop and retain excellent staff

Performance Objective 2: Provide opportunities for administrators to support strong campus staff development based on campus needs as noted in teacher end of the year survey.

Evaluation Data Source(s) 2: End of Year teacher assessment will reflect a sense of support from administrators in meeting teachers' staff development needs.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide opportunities for administrators to seek professional development in leadership.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal	Needs assessment at the end of the year will reflect administrators have helped support the needs of staff throughout the year
Funding Sources: 211 Title I, Part A - 3000.00			

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

Performance Objective 1: Increase family involvement through engaging activities.

Evaluation Data Source(s) 1: Sign in sheets (Attendance)
Comments on surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>1) Provide family involvement nights to include: Title I Meeting Games with Grandparents Literacy Night College and Career Night STEM Night Art and GT Night Parents Night Out Provide information through family involvement kits</p>	3.1, 3.2	Leadership Team	Increased attendance at school events
<p>Funding Sources: 211 Title I, Part A - 3122.00</p>			

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

Performance Objective 1: Meet with Leadership Team to address how funds are utilized

Evaluation Data Source(s) 1: Efinance spreadsheet
Budget Summary worksheet

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Meet with leadership team to review utilized funds each month.	2.5	Principal Leadership Team	Maintain a check and balance system with campus funds

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 Bayshore Elementary Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2019-2020 Bayshore Elementary Campus Improvement Plan.

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 Bayshore Elementary Office.

2.4: Opportunities for all children to meet State standards

- Increase STAAR Writing scores by strengthening writing strategies through observations of other teachers and modeling.
- Provide contracted services such as Codi Freeman, the Writing Academy or Region IV to help with writing strategies for teachers.
- Provide specific staff development for teachers to support Science TEKS.
- Meet in vertical teams with scope and sequence to determine which TEKS need more focus and how to strategize across the grade levels.
- Implement the 40 Book Challenge to increase rigor in reading instruction.
- Utilize Bobcat Talks to discuss student data each month.
- Purchase leveled books to correlate with BAS reading levels for literacy library.
- Provide staff development to show teachers how to use data from BAS and MAP to formulate groups and define skills needed.
- Purchase reading materials for small group instruction.
- Purchase RAZ Kids for Bilingual classes
- Provide intervention in the area of reading for students below level.
- Implement Bobcat Time from 3:00-3:45 for concentrated skills.
- Purchase math, science, and vocabulary materials to support student needs based on TEKS based assessment in the classroom.
- Provide staff development opportunities to EL and Bilingual teachers
- Provide opportunities for administrators to seek professional development in leadership.

2.5: Increased learning time and well-rounded education

- Increase STAAR Writing scores by strengthening writing strategies through observations of other teachers and modeling.
- Provide contracted services such as Codi Freeman, the Writing Academy or Region IV to help with writing strategies for teachers.
- Provide specific staff development for teachers to support Science TEKS.
- Meet in vertical teams with scope and sequence to determine which TEKS need more focus and how to strategize across the grade levels.
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- Purchase math, science, and vocabulary materials to support student needs based on TEKS based assessment in the classroom.
- Provide staff development opportunities to EL and Bilingual teachers
- Provide opportunities for administrators to seek professional development in leadership.

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

- Increase STAAR Writing scores by strengthening writing strategies through observations of other teachers and modeling.
- Provide contracted services such as Codi Freeman, the Writing Academy or Region IV to help with writing strategies for teachers.
- Provide specific staff development for teachers to support Science TEKS.
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- Provide intervention in the area of reading for students below level.
- Implement Bobcat Time from 3:00-3:45 for concentrated skills.
- Purchase math, science, and vocabulary materials to support student needs based on TEKS based assessment in the classroom.
- Provide staff development opportunities to EL and Bilingual teachers
- Provide opportunities for administrators to seek professional development in leadership.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Provide opportunities for administrators to seek professional development in leadership.
- Provide family involvement nights to include: Title I Meeting Games with Grandparents Literacy Night College and Career Night STEM Night Art and GT Night Parents Night Out

3.2: Offer flexible number of parent involvement meetings

- Provide opportunities for administrators to seek professional development in leadership.
- Provide family involvement nights to include: Title I Meeting Games with Grandparents Literacy Night College and Career Night STEM Night Art and GT Night Parents Night Out

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Eadie	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staff Development	2110-13-00-104-30-017-6299	\$4,000.00
1	1	3	Region IV Resources	2110-13-00-104-30-017-6411,IS	\$5,000.00
1	1	3	Resources for math, science and vocabulary	2110-11-00-104-30-017-6399	\$2,100.00
1	2	1	Reading materials for small group instruction	2110-11-00-104-30-017-6329	\$3,510.00
1	7	1	Reading Interventionist	2110-11-00-104-30-017-6119	\$30,945.00
1	7	1	Retired Teachers for Tutoring	2110-11-00-104-30-017-6112	\$29,595.00
1	7	1	Buses for after school tutoring	2110-11-00-104-30-017-6494	\$2,000.00
2	1	1	Professional Development Training-Region IV	2110-13-00-104-30-017-6299	\$2,000.00
3	2	1	Staff Development	2110-23-00-104-30-017-6411.IS	\$3,000.00
4	1	1	Snacks and Drinks	2110-61-00-104-30-017-6499	\$1,000.00
4	1	1	Supplies for events	2110-61-00-104-30-017-6399	\$1,000.00
4	1	1	Family Involvement Kits	2110-61-00-104-30-017-6399	\$1,122.00
Sub-Total					\$85,272.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Bilingual Reading Materials	2630-11-00-104-25-017-6329	\$1,500.00
1	6	2	RAZ Kids Technology for Reading	2630-11-00-104-25-017-6396	\$1,039.00
1	7	1	Headphones and technology for Tutoring	2630-23-00-104-25-017-6396	\$1,007.00
1	8	1	Training	2630-13-00-104-25-017-6411.IS	\$3,000.00
1	8	1	Bilingual/ESL Resources	2630-11-00-104-25-017-6399	\$2,580.00
1	8	2	Bilingual/ESL Resources	2630-11-00-104-25-017-6399	\$2,580.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$11,706.00
				Grand Total	\$96,978.00