

# La Porte Independent School District

## Leo A. Rizzuto Elementary

### 2019-2020 Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

The mission of Leo A. Rizzuto Elementary is to maintain a high standard of excellence by educating each child to his or her highest potential.

## Vision

The vision of Leo A. Rizzuto Elementary is to ensure success for all students and to produce life-long learners and leaders of tomorrow.

### **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

Leo A. Rizzuto Elementary is one of twelve campuses in La Porte Independent School District. The school opened its doors in 1984 and serves predominantly middle class and low-income families. Our current enrollment, as of September 3, 2019, is 475 students, of which 138 are enrolled in our dual language program, and 337 students are in the general education program. There was a significant decrease in enrollment in the general education program (50 students) and a decrease in our dual language program (40 students) from the previous year due to phasing out the program.

- Kinder & EE - 66
- 1<sup>st</sup> grade - 58
- 2<sup>nd</sup> grade - 57 Dual Language 2<sup>nd</sup> grade - 38
- 3<sup>rd</sup> grade - 59 Dual Language 3<sup>rd</sup> grade - 28
- 4<sup>th</sup> grade - 42 Dual Language 4<sup>th</sup> grade - 35
- 5<sup>th</sup> grade - 55 Dual Language 5<sup>th</sup> grade - 37

The dual language program services grades 2<sup>nd</sup> through 5<sup>th</sup> grade, and the general education program services EE through 5<sup>th</sup> grade students. Leo A. Rizzuto Elementary serves students with varying needs in programs, such as:

- Inclusion and/or Resource Support
- Speech/Occupational Therapy/Physical Therapy
- Two District Behavior Support Programs
- English Learners (EL) services through Dual Language or English as a Second Language (ESL)
- Gifted and Talented (GT)
- 504 Services

Based on our 2019 Accountability Summary and our 2019 Distinction Designation Summary, our English Learner (EL) student population decreased from (i.e. 17.3% in 2018 to 14.3% in 2019). Leo A. Rizzuto's mobility rate increased slightly from 10.1% to 10.8% from the previous year. Our average daily attendance rate decreased slightly from 96.9% to 96.6% over the past year. Attendance continues to be an area of focus for the campus and district. Our attendance rate was in quartile 2 when compared to our 40 comparable schools this year. In addition, there was an increase in the number of Economically Disadvantaged students this year (i.e. 50.9% in 2018 to 52.8% in 2019).

Our eSchool demographic data from September 3, 2019, indicates the following: 38 (8%) special education students are in speech and/or resource. Plus, the

total includes 11 students serviced through the District Behavior Program (2.3%). There are 24 students identified as receiving 504 services (5.1%), as well as 35 Gifted and Talented (GT) students (7.4%). Our Dual Language program includes 138 students (29.1%), and 98 of our students are Limited English Learners (14.3%).

<b>Grade</b>	<b>SPED</b>	<b>BSP</b>	<b>504</b>	<b>GT</b>	<b>DL</b>	<b>LEP</b>
<b>EE</b>	6	n/a	n/a	n/a	n/a	n/a
<b>KG</b>	6	0	0	0	n/a	1
<b>1</b>	1	0	2	1	n/a	4
<b>2</b>	10	5	5	3	38	16
<b>3</b>	5	2	7	12	28	11
<b>4</b>	3	1	8	7	35	15
<b>5</b>	11	3	2	12	37	26
<b>Total</b>	<b>38</b>	<b>11</b>	<b>24</b>	<b>35</b>	<b>138</b>	<b>68</b>
	<b>8%</b>	<b>2.3%</b>	<b>5.1%</b>	<b>7.4%</b>	<b>29.1%</b>	<b>14.3%</b>

Leo A. Rizzuto Elementary is identified as a Schoolwide Title I campus. Our program consists of parent involvement activities, which include two Annual Title I Parent Nights, Volunteer Brunch Celebration, Meet the Teacher, WATCH D.O.G.S. (*Dads Of Great Students*), mentoring, volunteering, GT Showcase, parent conference meetings, and Family Nights throughout the year. These events are held to give parents a better understanding of the curriculum, to increase parent involvement, and to showcase student achievement. A parent survey will be given out at the beginning of the year to gather input from parents as to their needs/interests. *Coffe with the Counselor sessions* will be scheduled monthly to assist parents in the most requested areas. Title I money is used to help fund tutoring assistance for our Tier 2 and Tier 3 students. This tutoring intervention is provided primarily by current campus teachers and retired teachers before, during, and after school for those students who are struggling in English Language Arts, Reading, Math and Science. Additional professional development, resources, and parental involvement needs are also funded through Title I, as well as a portion of our elementary interventionist's salary. The elementary interventionist provides academic intervention to our Tier 3 students in core content areas. We have two bilingual aides who assist with the language acquisition of our English Learners (EL) students. Our Title III funds allow us to provide our Tier 2 and Tier 3 students with tutoring that focuses on the needs and best practices for English Learners (ELs).

## Demographics Strengths

Strengths that stand out on our campus:

- We have seen great student progress through the implementation of our BLAST (Building Lasting Academic Success Together) tutoring program. Our frequent monitoring of student growth/decline is a strength. Teachers collaborate with the interventionists and tutors on a daily basis. Grouping is fluid and based on current data and teacher data analysis. We provide weekly Tier 2 and Tier 3 intervention through our Rocket Time instruction, and Tier 3 instruction is provided to all struggling students by

our interventionists, auxiliary staff, and hired tutors.

- We received four 2019 Distinction Designations:
  - Mathematics
  - Comparative Academic Growth
  - Postsecondary Readiness
  - Comparative Closing the Gaps
- Tied for #1 in our group of 40 comparable schools for Comparative Closing the Gaps (Closing the Gaps Scale Score: 100)

# Student Academic Achievement

## Student Academic Achievement Summary

On August 15, 2019, the Texas Education Agency announced the state accountability ratings. Leo A. Rizzuto Elementary received a state accountability rating of “A” for the 2018-2019 school year and four distinction designations in the areas of mathematics, comparative academic growth, postsecondary readiness, and comparative closing the gaps. Our campus received 94 out 100 possible accountability points.

STAAR Performance Data Tables were analyzed for the past three years to determine trends in the progress of all student testers. Writing scores have improved from the previous year by 6%. Math scores are consistently high, and Reading scores were maintained. Science scores dipped 5% from 2018 to 2019 but remained in the 90's. When further examining 2019 subgroups, African American and current special education students scored significantly lower on all tests at the Approaches level. Hispanic, White, former special education, and economically disadvantaged students all had percentages in the 90's.

STAAR Subject	2017	2018	2019
Math	97	98	97
Reading	92	92	93
Science	92	96	91
Writing	85	76	82

Below is a breakdown of Leo A. Rizzuto's 2019 STAAR performance by subject and grade level utilizing the STAAR Summary Reports received in June 2019. The state performance levels are Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. According to the *State of Texas Assessments of Academic Readiness (STAAR®)*, Masters means that "students are expected to succeed in the next grade or course with little or no academic intervention." Meets means "students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention." Approaches means students passed and "are likely to succeed in the next grade or course with targeted academic intervention." Our Masters performance in 3rd grade Reading, 4th grade Math, and 5th grade Math earned us a quartile 1 ranking in our comparison group of 40 schools for these categories. We were also in quartile 1 for Accelerated Student Progress in Math.

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 <sup>rd</sup> Math	9	91	52	25
4 <sup>th</sup> Math	5	95	70	40



<b>2019 STAAR</b> <b>ALL STUDENTS</b>	<b>DID NOT MEET</b> Grade Level Performance	<b>APPROACHES</b> Grade Level Performance	<b>MEETS</b> Grade Level Performance	<b>MASTERS</b> Grade Level Performance
<b>5<sup>th</sup> Math</b> (1st admin.)	2	98	87	65
<b>3<sup>rd</sup> Reading</b>	10	90	64	47
<b>4<sup>th</sup> Reading</b>	12	88	49	27
<b>5<sup>th</sup> Reading</b> (1st admin.)	5	89	59	34
<b>5<sup>th</sup> Science</b>	10	90	63	31
<b>4<sup>th</sup> Writing</b>	23	77	37	9

Subgroup comparisons of all STAAR data indicated the following:

- African American students scored significantly lower on All Subjects, Reading, and Mathematics than the All Students group at the Approaches, Meets, and Masters levels.
- Hispanic students scored the same or slightly higher than the All Students group on all tests at Approaches except science which 5% lower on Approaches and Meets. They scored 4-5% lower on Meets and Masters in Mathematics but were 1-3% higher on Meets and Masters for Writing. Science Masters scores were 8% lower than the All Students group.
- White students scored the same or higher than the All Students group on all tests except Math Approaches which was 2 % lower. Writing was 7% lower at the Masters level.
- Current special education students performed lower in Reading, Writing, and Mathematics but not in Science at the Approaches level. Writing scores were 39% lower than the All Students group and no students earned Meets or Masters.
- EL students scored significantly lower in all subject areas at Meets and Masters except in Writing.
- 90% of Economically Disadvantaged students scored at the Approaches level on All subjects. They scored 1-5% lower than the All Students group at the Approaches level on all tests, 6-10% lower on Meets and Masters for all tests.

Below is a comparison of the number of students who scored Approaches on STAAR Reading in 2018 and 2019:

There was a 7 % decrease in the number of students who were at the Approaches level in 3rd and a 2% decrease in 5th grade reading. There was a 2% decrease in 5th grade reading.

STAAR Reading (Approaches)	20182019	
	2018	2019
3rd	97	90
4th	86	88
5th (2nd admin.)	98	96

Upon comparing the 3rd - 5th STAAR Reading data to the district and the state, Leo A. Rizzuto Elementary scored higher than the district and state in all but one area. Notable performance is seen in 3rd grade Reading Meets and Masters when compared to the district and state.

2019 STAAR Reading (Leo A. Rizzuto - All students)	Approaches	Meets	Masters
3rd	90	64	47
4th	88	49	27
5th (1st admin.)	89	59	34

2019 STAAR Reading (District)	Approaches	Meets	Masters
3rd	86	53	32
4th	86	49	23
5th (1st admin.)	87	54	32

2019 STAAR Reading (State)	Approaches	Meets	Masters
3rd	76	44	28
4th	74	43	22
5th (1st admin.)	77	51	29

There was a 5% decrease in the number of 3rd grade students reaching Approaches in the area of mathematics and a 3% decrease in 4th grade. 5th grade demonstrated a solid performance both years.

<b>STAAR MATH (Approaches)</b>	<b>2018</b>	<b>2019</b>
<b>3rd</b>	96	91
<b>4th</b>	98	95
<b>5th (2nd admin.)</b>	100	99

Upon comparing the 3rd - 5th STAAR Math data to the district and the state, Leo A. Rizzuto Elementary scored higher than the district and state in all areas. Notable performance is seen in 5th grade Math for Meets and Masters, as well as 4th grade Approaches, Meets, and Masters when compared to the district and state.

<b>2019 STAAR Math (Leo A. Rizzuto - All students)</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>3rd</b>	91	52	25
<b>4th</b>	95	70	40
<b>5th (1st admin.)</b>	98	87	65

<b>2019 STAAR Math (District)</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>3rd</b>	85	49	23
<b>4th</b>	83	54	28
<b>5th (1st admin.)</b>	95	71	46

<b>2019 STAAR Math (State)</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>3rd</b>	78	48	24
<b>4th</b>	74	46	28
<b>5th (1st admin.)</b>	83	56	36

Based on a comparison of the STAAR Summary reports, little change was seen in the area of Grade 4 Writing at the Approaches level.

<b>STAAR Writing (Approaches)</b>	<b>2018</b>	<b>2019</b>
<b>4th</b>	76	77

4th grade STAAR Writing data indicates that Leo A. Rizzuto Elementary scored slightly higher at the Approaches and Meets level than the district and the state. However, we are slightly below the state in Masters.

<b>2019 STAAR Writing (Leo A. Rizzuto - All students)</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>4th</b>	77	37	9

<b>2019 STAAR Writing (District)</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>4th</b>	74	36	8

<b>2019 STAAR Writing (State)</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>4th</b>	65	33	10

Based on a comparison of the STAAR Summary reports for Science, there was a 6% decrease in students who scored Approaches.

<b>STAAR Science (Approaches)</b>	<b>2018</b>	<b>2019</b>
<b>5th</b>	96	90

In 5th grade STAAR Science our data revealed that Leo A. Rizzuto Elementary scored higher than the district and state in Approaches, Meets, and Masters.

<b>2019 STAAR Science (Leo A. Rizzuto - All students)</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>5th</b>	90	63	31

2019 STAAR Science (District)	Approaches	Meets	Masters
5 <sup>th</sup>	84	54	28

2019 STAAR Science (State)	Approaches	Meets	Masters
5 <sup>th</sup>	74	48	23

2019 TELPAS results indicate concerns in yearly progress for 3rd and 4th grade EL students:

2019 TELPAS	Yearly Progress in TELPAS Composite Rating
K	N/A
1 <sup>st</sup>	40
2 <sup>nd</sup>	38
3 <sup>rd</sup>	20
4 <sup>th</sup>	29
5 <sup>th</sup>	62

Our district utilizes the Benchmark Assessment System to determine instructional and independent reading levels of students. Below is the percentage of students at the Approaches level at the end of the 2018-2019 school year:

2019 End of Year BAS levels	% of students on level:
K (Level C or higher)	86
1 <sup>st</sup> (Level I or higher)	78
2 <sup>nd</sup> (Level L or higher)	65

A high percentage of kindergarten students are performing on grade level. However, there is a gradual decline from kindergarten to 2nd as comprehension gets more challenging.

## Student Achievement Needs:

- Increase overall Writing scores
- Increase White students scores in Writing at the Masters level
- Current special education students performed lower in Reading, Writing, and Mathematics. Writing scores were 39% lower than the All Students group and no students earned Meets or Masters.
- Increase African American students scores in Reading and Math at all performance levels
- Increase Hispanic students scores in science at all performance levels
- EL students scored significantly lower in all subject areas at Meets and Masters except in Writing.
- Economically Disadvantaged students scored 6-10% lower on Meets and Masters for all tests.
- Increase the number of students reading on grade level at the end of the year to 80% or higher in grades 1 and 2

## Student Academic Achievement Strengths

### Student Achievement Strengths:

- Received a 2019 Accountability Rating of *Met Standard* and an "A" from the Texas Education Agency.
- Awarded four out of six Distinction Designations in the following areas:
  - Mathematics
  - Comparative Academic Growth
  - Postsecondary Readiness
  - Comparative Closing the Gaps (tied with 3 other campuses out of our group of 40 comparable schools with the top scaled score of 100)
- Hispanic students scored the same or slightly higher than the All Students group on all tests at Approaches except science and 1-3% higher on Meets and Masters for Writing than the All Students group.
- Notable performance was seen in 3rd grade Reading Meets and Masters when compared to the district and state.
- Notable performance is seen in 4th grade Math Approaches, Meets, and Masters when compared to the district and state, as well as in 5th grade Math for Meets and Masters.
- Rizzuto was ranked in quartile 1 of their comparison group for:
  - Grade 3 Reading Performance (Masters)
  - Accelerated Student Progress in Mathematics
  - Grade 4 Math Performance (Masters)
  - Grade 5 Math Performance (Masters)
  - Percentage of Meets or Above (All Subjects)
  - Percentage of Meets or Above in Both Reading and Mathematics
- 86% of kindergartners were on a BAS level C or higher at the end of the school year.

# School Processes & Programs

## School Processes & Programs Summary

Leo A. Rizzuto Elementary hired two new teachers, four paraprofessionals for the 2019 - 2020 school year. All staff members are highly qualified, and all returning teachers have met the GT 30 hour requirements. New teachers are in the process of working to obtain their 30 GT hours. All teachers have been trained on setting SMART goals and been provided the 6 hour T-TESS appraisal training. All staff members have completed all compliance trainings as required by the district. The district has added an additional program to our campus which provides behavior support services for students with comprehensive behavioral and/or emotional needs. Teachers new to the profession are assigned a mentor teacher on their grade level to assist with curriculum, classroom management, and procedures. Teachers new to the district will be assigned a grade level buddy to assist them.

In order to ensure we are meeting students' needs and to monitor progress we incorporate the following into our program:

- Professional Learning Communities (PLC's) to discuss teacher methodology, Checkpoints, Benchmark Assessment System (BAS), and benchmark assessments for 3rd - 5th, Student Learning Objectives (SLOs), and to discuss possible Tier 2 and Tier 3 interventions, remediation, and/or acceleration
- Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) to address student academic, behavior, and social needs
- Guided Reading binders are utilized to monitor student progress in primary reading on a daily basis
- Data Walls for STAAR, benchmarks, and (BAS)
- Utilization of Student Success Team (SST), 504, LPACs, and/or ARD meetings to review student progress, interventions, and/or accommodations

Numerous professional development opportunities are provided to staff throughout the school year and are attended during the summer to broaden their knowledge of curriculum, instruction, and classroom management. The ideas learned at the trainings are implemented into classroom instruction, which is evident through dialog with the teachers, walkthroughs, PowerWalks, 45 minute appraisals, pre-/post- observation conferences, and through their lesson plans. The Leo A. Rizzuto Elementary faculty/staff is dedicated to meeting the individual needs of the students on our campus and are always willing to learn and grow professionally. Teachers and administrators constantly work as a collaborative team to plan lessons tied to skills/content not yet mastered and to accelerate learning during Rocket Time and/or BLAST. Teachers also tutor students before, during, and/or after school on skills or content not mastered. Our computer labs are also open for tutoring from September – May to address the math and reading needs of our students. However, we are always in need of bilingual tutors, as well as more ESL certified staff to assist with Tier 2 and Tier 3 instruction for ELs.

## School Processes & Programs Needs:

- A bilingual tutor
- More ESL certified teachers

## School Processes & Programs Strengths

Leo A. Rizzuto Elementary's strengths in processes and programs. A few of these are:

- Having a bilingual assistant principal
- Low teacher turnover for several years
- Self-initiated teachers that are committed to analyzing data and the success of their student
- Small group instruction
- Strategic and fluid tutoring groups utilizing hired tutors and teachers
- Weekly Rocket Time Intervention with students
- Ellective instructional leadership team collaboration
- Reading/Dyslexia Interventionist and Elementary Interventionist collaboration with administrators and teachers
- MTSS process that targets Tier 2 and Tier 3 intervention strategies
- Data Meetings and Data Walls
- Bilingual Secretary

Technology strengths include:

- IXL (Math, ELA, and Science)
- Study Island
- Reading Eggs
- Envision software
- Stem Scopes
- AR/STAR
- 2 computer labs
- 5 classroom laptop carts
- HMH online ELA and Spanish resources
- Tumblebooks
- Raz Kids
- Target the Question ELA/Math



# Perceptions

## Perceptions Summary

Leo A. Rizzuto Elementary offers a safe, respectful, and collegial environment for students and staff. Our staff has high expectations for student achievement and for themselves. Students and staff are frequently recognized for their accomplishments on a weekly and monthly basis. Student accomplishments are routinely celebrated through our Rocket of the Month recognition breakfast, *Bee Your Best* Cards, Award Ceremonies, Birthday Announcements during the morning announcements and/or by publishing their accomplishments in the newspaper or school board report. A teacher and staff member, nominated by their peers for their outstanding work ethic, are recognized each month on the morning announcements, in the Faculty Focus for the Week, on the marquee, and in the monthly parent newsletter. The teacher and staff member of the month also have designated parking spots for the month that acknowledge them for this accomplishment. The weekly Faculty Focus newsletter recognizes different faculty/staff for their outstanding achievement the previous week. The Climate Committee sponsors various potluck luncheons for the staff, the Ornament Exchange, pep rallies, BOO Buddies, and Secret Sweeties. Plus, teachers and staff are celebrated during Teacher Appreciation, as well as for specified days throughout the year (i.e. Administrative Professionals Day, Counselor's Week, School Nurse's Day, etc.).

Several during and after school clubs are offered to students that promote self-esteem, responsibility, community service, and/or foster a stimulating learning environment, such as the RISE Mentor program, Drama Club, Student Council, Robotics, STAR Jobs, Spanish Club, Pen Pal program, Run/Walk Club, and Rizzuto Choir. Leo A. Rizzuto also has a Hispanic Heritage Celebration in the fall of each year and a Drama Club performance every spring. We also implemented an after school mentor program called R.I.S.E. (Reach, Inspire, Support, Empower) for students who need additional support for various reasons.

Leo A. Rizzuto keeps in good communication with parents by displaying information on the school marquee, through phone callouts, website updates, and by sending home notices (i.e. flyers, letters, a monthly calendar, and monthly newsletter), and emails about special events. All schoolwide written communication sent home or phone messaging call outs are in English and Spanish. In addition, Rizzuto offers several Family Nights (fall/spring) where parents are invited to attend in order to help their child at home. Effective and timely communication is given to parents regarding upcoming events and student progress. Parents also receive frequent written, verbal, or face-to-face communication to address specific concerns with discipline, tardies, attendance, grades, or to positively recognize students for their efforts.

The counselor carries out a variety of duties such as individual and small group counseling, hosting monthly *Coffee with the Counselor* sessions with parents, implementing Watch D.O.G.S. on campus, and implementing Restorative circles. She also serves as our campus GT designee, 504 coordinator, and our MTSS/RtI Chairperson. She implements weekly positive behavior incentives (*Bee your Best* cards), provides monthly character education lessons to students, and organizes our *Rocket of the Month* celebration.

## Perceptions Needs:

- More Make-n-Take opportunities to help parents help their children at home.

- Continued training on addressing/identifying student mental health concerns
- A full-time counselor clerk so that the counselor has more time with students

## **Perceptions Strengths**

Strong parental support and involvement are keys to a successful partnership between the school, parents/community. Our parent volunteers dedicate much of their time helping teachers and students. We are very fortunate to have several community partners who mentor students through the RISE program or as Pen Pals. We have other community members that volunteer their time during Career Day. Plus, members of Fairmont Park church volunteer for schoolwide events, and the church donates \$15,000 a year to fund a reading tutor for our campus.

Our Parent Teacher Organization (PTO) is active and dependable. They schedule two successful fundraisers per year and sponsor or assist with other activities to generate parental/community engagement, such as the "Welcome Back" wave pool party, a Fall Festival or Spring Fling Festival, Sweets with Santa, Field Day, Donuts with Divas, Donuts with Dudes, fall and spring book fairs, WATCH D.O.G.S, and Kinder Water Day. Our PTO board members work closely with the administrative team and the teachers to complement our academic efforts and needs through fundraising and community involvement activities. The school provides for a PTO room parent per class to help coordinate special schoolwide or classroom events. In addition, the PTO recruits parent volunteers that can work on projects for the teachers or other staff members, or they may assist as mentors/tutors for selected students. These projects and volunteer efforts benefit students and allow teachers more time to focus on instruction.

Our school offers several resources to help families in need (i.e. Backpack Buddy Club, Fairmont Park Church donations, Operation School Bell, Community Youth Services, etc.). The community around Rizzuto is very supportive of the school. Two of our Partners in Education assist our school with back to school supplies (i.e. Life Community Church and Shell Federal Credit Union) at the beginning of the school year. Lyondell-Bassell mentors our 4<sup>th</sup> and 5<sup>th</sup> grade students by establishing a pen pal program that is facilitated by our counselor and teachers. Our student council promotes community involvement by giving back to the community through food drives, visiting nursing homes and by writing "thank you" letters to people who serve our community. Other clubs/events such as Robotics, Art Club, Drama Club, Spanish Club, Career Day, Rizzuto Choir, the Hispanic Heritage Celebration require parental and community support. In addition, other evening events are scheduled to encourage parent attendance, such as Family Nights, Parent Orientation, the Title 1 meetings, Meet and Greet, grade level music performances, Rizzuto Choir performances, GT Showcase, Drama Club, etc. Attendance at these events has been consistently high.

# 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data

### **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
- Action research results

# Goals

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

**Performance Objective 1:** Implement high learning expectations and strategies for all student groups by supporting, accelerating, and differentiating instruction so that student groups will meet or exceed growth on STAAR (3rd - 5th) assessments and on TELPAS (2nd-5th).

**Evaluation Data Source(s) 1:** STAAR data, Checkpoints, Benchmarks, MAP results, TELPAS data, LPACs

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Meet to discuss vertical alignment needs in reading, writing, math, science, and language acquisition every 9 weeks.	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionists, Teachers	Improve instruction for student achievement, academic progress, and linguistic growth.
2) Analyze student performance every 6 weeks to determine students in need of Tier 2 and/or Tier 3 intervention in reading, writing, math and science, as well as Tier 1 acceleration for BLAST and/or Rocket Time.	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionist, Teachers	Accelerate/remediate instruction to enhance student achievement and academic growth.
3) Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school. Using math warmups preparing for STAAR.	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionists, Teachers, Tutors	Accelerate/remediate instruction to enhance student achievement and academic growth.
<b>Funding Sources:</b> 211 Title I, Part A - 64773.12, 263 Title III, LEP - 7756.88			
4) Provide professional opportunities for teachers and administrators to learn strategies to assist students in reading, math, writing, science, and language acquisition (i.e. balanced literacy, expository writing, STEM, and/or ELPS).	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Secretary, Teachers	Improve the quality of instruction and rigor to increase student achievement and academic growth.
<b>Funding Sources:</b> 211 Title I, Part A - 3000.00			

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

**Performance Objective 2:** Increase STAAR writing scores by 10%.

**Evaluation Data Source(s) 2:** Writing portfolio collections every nine weeks, STAAR writing scores, sign in sheets for PD, TTESS

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Increase writing fluency by requiring scored writing portfolio pieces on each student every 9 weeks (kindergarten - 5th grade).	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionists, Teachers	Improve writing instruction in order to enhance student writing fluency and depth. Improve student utilization of conventions and editing/revising skills.
2) Provide writing professional development for teachers (K- 5th).	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionists, Teachers	Improve writing instruction in order to enhance student writing fluency and depth. Improve student utilization of conventions and editing/revising skills.
3) Integrate writing across curriculum every week in all grade levels to increase writing fluency.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Increase achievement and academic growth in language arts/writing.

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

**Performance Objective 3:** Increase student performance on MAP by 10% on reading and math

**Evaluation Data Source(s) 3:** MAP scores (B, M, E)

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Utilize MAP data after each administration to determine Tier 2 and Tier 3 instructional needs and Tier 1 acceleration.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Interventionists, Teachers	Monitor and assess if student academic growth was made.
2) SSTs will be held for all Kinder - 1st grade students who score below district criteria to determine the need for a dyslexia screening.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Interventionists, Teachers	Increase student reading comprehension.

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

**Performance Objective 4:** 90% of all Kindergarten - 2nd grade students will be on grade level in reading by the end of the school year and 100% will make progress.

**Evaluation Data Source(s) 4:** Benchmark Assessment System (BAS), Guided Reading binders, data wall

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS).	2.4, 2.5, 2.6	Interventionists, Teachers, Tutors	Increase reading comprehension and progress.
2) BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd.	2.4, 2.5, 2.6	Interventionists, Teachers	Increase reading comprehension.
3) Ongoing training will be offered on balanced literacy and reader's and writer's workshop. Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading.	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionists, Teachers,	Increased reading comprehension and progress.
4) Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall.	2.4, 2.5, 2.6	Principal, Assistant Principal, Reading Interventionist, Teachers	Increase reading comprehension and progress.



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

**Performance Objective 1:** Create and maintain a safe, secure, and healthy campus environment that promotes student self-discipline, character, self-esteem, and school and community pride.

**Evaluation Data Source(s) 1:** guidance schedule, sign in sheets, reduction in discipline referrals, counselor log, compliance certificates, ERIP certificates, teacher lesson plans

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide student anti-bullying lessons, peer mediation, and character education guidance lessons.	2.4, 2.5, 2.6	Counselor	To decrease bullying, peer conflict, and to improve social skills.
2) Meet with new students on campus to develop a positive, trusting relationship.	2.4, 2.5, 2.6	Counselor	Boost student self-esteem and reduce possible anxiety.
3) Provide teacher training on utilizing restorative circles in the classroom.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor	To assess student well-being and to assess student social, emotional, and/or behavioral concerns.
4) Implement a weekly classroom restorative check ins every Monday.	2.4, 2.5, 2.6	Teachers	To assess student well-being and to assess student social, emotional, and/or behavioral concerns.
5) Implement Restorative Practices strategies as a disciplinary intervention.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor	Reduction in the number of discipline referrals.
6) Schedule daily and/or weekly check ins with students having emotional or social difficulties.	2.4, 2.5, 2.6	Counselor Teacher	To assess student well-being and to address the social, emotional, and/or behavioral concerns of the student(s).
7) Provide professional development on mental health to all faculty and staff.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor	Improve student self-esteem and achievement.

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

**Performance Objective 2:** Decrease discipline referrals by 10%, by promoting safety, having Restorative Circles, and providing Character Education to all students.

**Evaluation Data Source(s) 2:** Eschool discipline, Restorative Circle data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Complete all safety drills at least twice a year (e.g. Lockout, Lockdown, Shelter In Place, Fire Drill, Reverse Evacuation, Severe Weather).	2.4, 2.5, 2.6	Principal Assistant Principal	These drills will be practiced in order to make staff and students aware of emergency protocols.
2) Meet with faculty and staff after each drill to debrief on effectiveness.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	To better prepare and educate staff and students for emergency situations.
3) Provide professional development on the impact of trauma and behavioral/mental health.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor	To better prepare and educate staff on recognizing the signs of mental health and trauma.
4) Improve the safety and security of campus as evidenced by 100% correction rate of all discrepancies identified on safety security audit.	2.4, 2.5, 2.6	Principal, Assistant Principal	To create a safe and secure environment for learning.
5) Establish a threat assessment team and MERT team on campus to discuss safety concerns and procedures.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers, Nurse, Staff	To create a safe and secure environment for learning.

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

**Performance Objective 1:** Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide ongoing staff development, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth.	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionists, Teachers	To increase teacher effectiveness and retain quality teachers.
2) Provide specific staff development for all teachers new to the profession and new to the district.	2.4, 2.5, 2.6	District Administrators, Human Resources Department,Principal, Assistant Principal	To increase teacher effectiveness and retain quality teachers.
3) Provide new teachers to the district a buddy and teachers new to the profession a mentor.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	To increase teacher effectiveness and retain quality teachers.
4) Recognize teachers/staff for teamwork and outstanding achievements in the classroom /school (weekly in Faculty Focus and by having colleagues nominate a staff member and teacher of the month).	2.4, 2.5, 2.6	Principal, Assistant Principal	To increase teacher morale and retain quality teachers.

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

**Performance Objective 1:** Offer engaging family nights or school events to encourage parental involvement.

**Evaluation Data Source(s) 1:** Sign in sheets, parent surveys/comments, ROM breakfast for students and parents

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Host Family Nights/Events for parents to be involved in student learning/recognition: -Award ceremonies -Rocket of the Month breakfast - Hispanic Heritage Celebration -Drama Club Performance -Music programs -Family Game Night - Math/Science Night -Family Literacy Night -Dual Language Night -GT Showcase -STAAR Night (3rd-5th) -Annual Title I Meeting -Parent Meet the Teacher Night -Parent conferences -Career Day -Donuts Divas/Dudes -Lunch w/Loved Ones - Coffee with the Counselor - Volunteer Brunch	3.1, 3.2	Principal, Assistant Principal, Counselor, Interventionists, Teachers	To increase parent involvement and engagement.
<b>Funding Sources:</b> 211 Title I, Part A - 891.00			
2) Encourage parental involvement by coordinating events with our CPOC, Partners in Education, and our PTO to encourage participation in events such as, pen pal mentors, WATCH D.O.G.S., and parent volunteers for tutoring, assisting with book fairs, and large school-wide events.	3.2	Principal, Assistant Principal, CPOC members, Counselor	To increase parental involvement and engagement.

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

**Performance Objective 2:** Encourage and inform parents about upcoming events

**Evaluation Data Source(s) 2:** Sign in sheets, call records, emails

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize technology, such as email, Remind, School Messenger call outs, marquee, and the school website to increase parent involvement.	3.2	Principal, Assistant Principal, Secretary, Teachers	An increase in parental and community involvement.

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

**Performance Objective 3:** Encourage our partners in education, stakeholders, and parent volunteers to provide feedback in our school program strengths and needs.

**Evaluation Data Source(s) 3:** sign in sheets, fall and spring parent survey

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Send out a fall and spring survey to gather information about workshop opportunities based on parental needs.	3.1, 3.2	Principal, Assistant Principal, Counselor	An increase in parental and community involvement.
2) Invite parents and community members to participate on campus/district committees (e. g. CPOC, DEIC, SHAC, Safety)	3.1, 3.2	Principal, Assistant Principal, Counselor	An increase in parental and community involvement.
3) Encourage feedback from parents and community stakeholders on our Campus Parent and Family Engagement Policy and Title 1 Parent Compact.	3.1, 3.2	Principal, Assistant Principal	To improve the overall learning climate..

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

### Performance Objective 1: Monitor use of Title funds

**Evaluation Data Source(s) 1:** Monthly monitoring of Title budget, bar code/label items purchased with title funds, efinance records of P. O's, supplemental pay forms, tutoring rosters

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Host quarterly meetings with CPOC and monthly meetings with secretary to approve/monitor the title budget and its use.	3.2	Principal, Assistant Principal, CPOC, Secretary	To monitor that Title funds are utilized effectively.
2) Items purchased with title funds will be labeled.	2.4, 2.5, 2.6	Principal, Assistant Principal, Secretary	To monitor that Title funds are utilized effectively.
3) Weekly tutorial rosters and time sheets will be turned in by tutorial teachers and hired tutors.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers, Hired tutors	To monitor that Title funds are utilized effectively.

# **Title I Schoolwide Elements**

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

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

Please see the 2019-2020 Leo A. Rizzuto 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 Leo A. Rizzuto 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 Leo A. Rizzuto Elementary Office.

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



- Utilize TEKS Resource System to ensure alignment of curriculum. Utilize textbook adoptions, IXL, BAS (K-2nd), MAP testing, Writing portfolios (K-5th), EDC (K-5th), benchmarks, and checkpoint data (2nd-5th) to target biggest holes.
- Meet to discuss vertical alignment needs in reading, writing, math and science every early release day and at least each 9 weeks.
- Meet to discuss Tier 2 and Tier 3 small group intervention needs in reading, writing, math and science every 6 weeks, as well as Tier 1 acceleration for BLAST and/or Rocket Time.
- Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school.
- Provide professional opportunities for teachers to learn strategies to assist students in reading, math, writing, and science.
- Meet with ELA vertical team every nine weeks to discuss writing needs and to share writing portfolios and editing/revising needs.
- Provide writing professional development for teachers (K- 5th).
- Supplement the language arts program by using researched based intervention programs to enhance learning for at-risk students (e.g. Target the Question for Reading/ELA and IXL ELA for writing invention and/or review).
- MAP Assessments will be given at the beginning, middle and end of year in reading and math to determine student progress.
- Grade Level PLCs will be held to determine Tier 2 and Tier 3 instructional needs based on MAP results after each administration and to review learning continuum needs.
- SSTs will be held for all Kinder - 1st grade students who score a 16 or below on MAP reading to determine the need for a dyslexia screening.
- All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS).
- BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd.
- Ongoing training will be offered on balanced literacy and reader's and writer's workshop.
- Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading.
- Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall.

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

- Utilize TEKS Resource System to ensure alignment of curriculum. Utilize textbook adoptions, IXL, BAS (K-2nd), MAP testing, Writing portfolios (K-5th), EDC (K-5th), benchmarks, and checkpoint data (2nd-5th) to target biggest holes.
- Meet to discuss vertical alignment needs in reading, writing, math and science every early release day and at least each 9 weeks.
- Meet to discuss Tier 2 and Tier 3 small group intervention needs in reading, writing, math and science every 6 weeks, as well as Tier 1 acceleration for BLAST and/or Rocket Time.
- Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school.
- Provide professional opportunities for teachers to learn strategies to assist students in reading, math, writing, and science.
- Meet with ELA vertical team every nine weeks to discuss writing needs and to share writing portfolios and editing/revising needs.
- Provide writing professional development for teachers (K- 5th).
- Supplement the language arts program by using researched based intervention programs to enhance learning for at-risk students (e.g. Target the Question for Reading/ELA and IXL ELA for writing invention and/or review).

- MAP Assessments will be given at the beginning, middle and end of year in reading and math to determine student progress.
- Grade Level PLCs will be held to determine Tier 2 and Tier 3 instructional needs based on MAP results after each administration and to review learning continuum needs.
- SSTs will be held for all Kinder - 1st grade students who score a 16 or below on MAP reading to determine the need for a dyslexia screening.
- All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS).
- BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd.
- Ongoing training will be offered on balanced literacy and reader's and writer's workshop. Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading.
- Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall.

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

- Utilize TEKS Resource System to ensure alignment of curriculum. Utilize textbook adoptions, IXL, BAS (K-2nd), MAP testing, Writing portfolios (K-5th), EDC (K-5th), benchmarks, and checkpoint data (2nd-5th) to target biggest holes.
- Meet to discuss vertical alignment needs in reading, writing, math and science every early release day and at least each 9 weeks.
- Meet to discuss Tier 2 and Tier 3 small group intervention needs in reading, writing, math and science every 6 weeks, as well as Tier 1 acceleration for BLAST and/or Rocket Time.
- Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school.
- Provide professional opportunities for teachers to learn strategies to assist students in reading, math, writing, and science.
- Meet with ELA vertical team every nine weeks to discuss writing needs and to share writing portfolios and editing/revising needs.
- Provide writing professional development for teachers (K- 5th).
- Supplement the language arts program by using researched based intervention programs to enhance learning for at-risk students (e.g. Target the Question for Reading/ELA and IXL ELA for writing invention and/or review).
- MAP Assessments will be given at the beginning, middle and end of year in reading and math to determine student progress.
- Grade Level PLCs will be held to determine Tier 2 and Tier 3 instructional needs based on MAP results after each administration and to review learning continuum needs.
- SSTs will be held for all Kinder - 1st grade students who score a 16 or below on MAP reading to determine the need for a dyslexia screening.
- All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS).
- BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd.
- Ongoing training will be offered on balanced literacy and reader's and writer's workshop. Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading.
- Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall.
- Weekly tutorial rosters and time sheets will be turned in by tutorial teachers and hired tutors.

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

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

- Host Family Nights/Events for parents to be involved in student learning/recognition: -Award ceremonies -Rocket of the Month breakfast - Hispanic Heritage Celebration -Drama Club Performance -Music programs -Go Run for Fun -Family Game Night - Math/Science Night -Family Literacy Night -Dual Language Night -GT Showcase -STAAR Night (3rd-5th) -Annual Title 1 Meeting -Parent Meet the Teacher Night -Parent conferences - Career Day -Summer Survival Night
- Send out a fall and spring survey to gather information about workshop opportunities based on parental needs.
- Invite parents and community members to participate on campus/district committees (e. g. CPOC, DEIC, SHAC, Safety)
- Encourage feedback from parents and community stakeholders on our Campus Parent Involvement Policy and Title 1 Compact.

## 3.2: Offer flexible number of parent involvement meetings

- Host Family Nights/Events for parents to be involved in student learning/recognition: -Award ceremonies -Rocket of the Month breakfast - Hispanic Heritage Celebration -Drama Club Performance -Music programs -Go Run for Fun -Family Game Night - Math/Science Night -Family Literacy Night -Dual Language Night -GT Showcase -STAAR Night (3rd-5th) -Annual Title 1 Meeting -Parent Meet the Teacher Night -Parent conferences - Career Day -Summer Survival Night - Coffee with the Counselor - Volunteer Brunch
- Encourage parental involvement by coordinating events with our CPOC, Partners in Education, and our PTO to encourage participation in events such as, pen pal mentors, WATCH D.O.G.S., and parent volunteers for tutoring, assisting with book fairs, and large school-wide events.
- Utilize technology, such as email, Remind, School Messenger call outs, and the school website to increase parent involvement. Send out a fall and spring survey to gather information about workshop opportunities based on parental needs.
- Invite parents and community members to participate on campus/district committees (e. g. CPOC, DEIC, SHAC, Safety)
- Encourage feedback from parents and community stakeholders on our Campus Parent Involvement Policy and Title 1 Compact.
- Host quarterly meetings with CPOC and monthly meetings with secretary to approve/monitor the title budget and its use.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky Jobe	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	3	Tutoring (Hired Tutors)	2110-11-00-107-30-020-6112	\$18,890.00
1	1	3	Elementary Interventionist	2110-11-00-107-30-020-6119	\$34,462.12
1	1	3	Tutoring (Teachers)	2110-11-00-107-30-020-6118	\$6,711.00
1	1	3	STAAR Warmup Materials	2110-11-00-107-30-020.6399	\$4,710.00
1	1	4	Professional Development (Staff)	2110-13-00-107-30-020-6411.IS	\$2,000.00
1	1	4	Professional Development (Administrator)	2110-23-00-107-30-020-6411.IS	\$721.00
1	1	4	Professional Development (Counselor)	2110-31-00-107-30-020.6411.IS	\$279.00
4	1	1	Parental Involvement (food/refreshments)	2110-61-00-107-30-020-6499	\$341.00
4	1	1	Parental Involvement (parent resources, supplies, materials)	2110-61-00-107-30-020-6399	\$550.00
<b>Sub-Total</b>					\$68,664.12
<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	3	Tutoring (Hired Tutors)	2630-11-00-107-25-020-6112	\$5,762.88
1	1	3	Tutoring (Teachers)	2630-11-00-107-25-020-6118	\$1,994.00
<b>Sub-Total</b>					\$7,756.88
<b>Grand Total</b>					\$76,421.00