

La Porte Independent School District

College Park Elementary

2019-2020 Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Through forming a partnership with parents and community, College Park Elementary's mission is to create nurturing environment that will promote high expectations while celebrating the diversity of each individual student.

Vision

The vision of College Park Elementary is to enhance the education of each student to meet their greatest potential.

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

College Park Elementary is 50 years old and is located in the city of Deer Park. Although we are a La Porte ISD school, we do have a large amount of students who reside in the city of Deer Park. Due to the aging community where our school is located, our enrollment is decreasing and our economically disadvantaged population is increasing. College Park Elementary is one of seven elementary campuses in La Porte Independent School District. College Park opened its doors in 1969 and was recently remodeled in 2015. Our current enrollment is 459 students. We have increased in our percentage of students identified as Economically Disadvantaged, now encompassing 61% of the overall population. All other student groups have remained relatively the same with a slight increase in the Hispanic population offset by a decrease in the population of Anglo students. The student population is made up of 16% African American, 52% Hispanic, 34% White/Non-Hispanic, 3% Asian/Pacific Islander, 6% American Indian/Alaskan Native. The overall mobility rate for the campus is approximately 15.4%. The average daily attendance rate for students is 96.1%. We serve 55 English Language Learners, 13 Gifted and Talented students and 50 Special Education students.

Our staff at College Park includes 29 teachers, 13 instructional aides, 1 counselor, 2 administrators and 2 administrative professionals who are highly qualified in their positions. Our turnover rate has been very low. This year however we have 3 new teachers joining our staff for the 2019-2020 school year.

Our School Wide Title I program consists of parent involvement activities including the Annual Parent Meeting, Parent Compact, Parent Conferences, Parent Informational Meetings, Watch D.O.G.S., and parental involvement opportunities. Our Compensatory Program provides us with a computer lab for interventions. Support for Limited English proficient students provided by Title III funds, consists of support materials, tutorials, and professional development. Tutorials to accelerate instruction will be provided. We have two full time interventionists as well as a couple of certified tutors who service our students in need of acceleration. We continue to strive to reach and meet the needs of all of our students and build relationships. Our teachers will receive ongoing training regarding best practices.

Demographic Needs-

- 2018- 2019 attendance was 96.1%

Demographics Strengths

College Park has several strengths-

- Supportive faculty and staff
- Diverse population
- Effective Interventionists

Student Academic Achievement

Student Academic Achievement Summary

College Park Elementary met TEA standards for the 2019-20 school year. College Park received a "B" in the Texas Education Agency's 2019 accountability ratings with two distinctions in Postsecondary Readiness and Closing the Gaps. The campus accomplished the rating even after missing several instructional days because of the ITC fire. The overall rating, which was scored 85 out of 100, is based on student achievement, school progress and closing (academic success) gaps among various racial, ethnic and socioeconomic groups.

Subject	2016	2017	2018	2019
Math	89%	89%	90%	87%
Reading	87%	70%	86%	91%
Science	88%	73%	83%	79%
Writing	78%	87%	81%	69%

The 2019 STAAR scores include 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 indicated that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicated that students have a high likelihood of success 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.

2019 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	91%	69%	33%
4th Math	76%	42%	13%
5th Math	94%	57%	38%
3rd Reading	91%	45%	30%
4th Reading	91%	44%	15%
5th Reading	92%	57%	39%
5th Science	79%	49%	25%
4th Writing	69%	36%	5%

READING

Looking deeper, STAAR 2018 Reading Met Standard scores and 2019 Approaches Grade Level Performance (which also contains Meet and Masters) are as follows:

Reading	2017	2018	2019
3rd	81%	93%	91%
4th	80%	75%	91%
5th	88%	88%	92%

MATH

STAAR 2018 Met Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Math	2017	2018	2019
3rd	93%	89%	91%
4th	74%	85%	76%
5th	98%	92%	94%

WRITING

STAAR 2018 Met Standard scores and 2019 Approachs Grade Level Performance (which also contains Meets and Masters) are as follows:

Writing	2017	2018	2019
4th	87%	81%	69%

SCIENCE

STAAR 2018 Met Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Science	2017	2018	2019
5th	73%	83%	79%

Student Academic Achievement Needs:

- Fourth grade math Approaches, Meets, and Masters decreased
- Fifth grade math Meets scores decreased to 57%
- Fifth grade science Approaches scores decreased in to 79%
- Meets and Masters percentages need to continue to increase in all subjects tested

Student Academic Achievement Strengths

College Park has several areas of strengths for the 2019-2020 school year:

- Met standards
- Received overall "B" rating in TEA Accountability System
- Received distinctions in Postsecondary Readiness and Closing the Gaps
- Utilized the MTSSS/RTI and SST process
- Provided tutors for math and reading
- Utilized interventionist for struggling learners
- Masters level increased in 3rd grade reading and math, 4th grade reading, 5th grade reading, math and science

School Processes & Programs

School Processes & Programs Summary

College Park has an administrative team composed of the Principal, Assistant Principal, and Counselor. Pre- Kindergarten through 3rd grade levels are self-contained while 4th and 5th are departmentalized. Grade levels have a common period time every day for planning and discussion of student data. Cougar Convos once a month is 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, it is an opportunity to discuss curriculum and instructional strategies that need to be supported and evaluated. The RTI/ MTSS process is used for collaboration with administration and colleagues to support the needs of struggling students. Grade level chairs collaborate weekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to AWARE data and reports and TEKS Resource System curriculum.

The campus has programs to support students with special needs. The programs include the Early Childhood Special Education (ECSE), as well as providing resource and inclusion support. The campus has two full time interventionists who support teachers as well as work with small groups of students to provide acceleration. One interventionist focuses on the dyslexic students and primary students struggling in reading. The second interventionist works with grades 3-5 and supports reading, math, writing, and science. Both interventionists work with teachers by providing data, strategies, and coaching to improve instruction in the classroom.

Teachers in math use TEKS Resource System and district calendars to support instruction as well as utilizing the valuable district math coach. Reading teachers have access to HMH Scope and Sequence as well as the leveled library to support reading instruction. Teachers are aware of campus needs and are included in all STAAR trainings to support the readiness and supporting standards across grade levels. With the use of Cougar Convos throughout the year teachers have the opportunity to look at their student data and adjust instruction to support their students' needs.

Identified School Processes and Program Needs:

- Limited number of tablets in the classroom
- Increase instructional technology

School Processes & Programs Strengths

College Park has several strong processes and programs which include:

- Tutoring- before, during, and/or after school
- MTSS/RTI process
- Cougar Convos

- Literacy Library
- Morning Activities- Reading Club, Homework Club, STEM Lab, Computer Lab, Fast Facts

Technology includes:

- Envision
- Stem Scopes
- Flocabulary
- Study Island
- Laptops in classrooms
- 2 iPads per classroom
- 2 computer labs

Perceptions

Perceptions Summary

College Park has a very diverse population from an aging community. A large number of students live in leased or rental property which contributes to high mobility. The mobility rate is at 18.37%. The economically disadvantaged population continues to increase which is currently at 76%. The staff is dedicated to building relationships and nurturing students with a variety of needs. With use of Restorative Discipline Practices there was a drop in discipline compared to the previous year.

College Park places a priority on developing relationships with students as well as their families. We know communication is a key way to engage parents and the community. We send monthly newsletters and calendars home. We also keep our parents informed by utilizing School Messenger, updating website, marquee, and sending reminder notes. Parent involvement activities include, Cougar Camp, Parent Information Night, Burgers with Bros, Bingo with Grandparents, Family Literacy Night, Family STEM Night, Game Night, Supper with Santa, Kindergarten Roundup and Cougars of the Month. The music teacher organizes a grade level program for each grade level which parents enjoy attending. Our GT students sponsored several community projects throughout the year which included collecting money for "Pennies for Patients" and food drives for providing several College Park families Thanksgiving Dinner and food was also donated to The Bridge. A Career Day was also organized which brought in many from our community to share their talents with the students. All parent and community events are well attended.

Perception Needs:

Increase PTA membership

Perceptions Strengths

Preception Strengths:

Parents and community enjoy attending the many evening events that College Park hosts.

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
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures 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: Strengthen the core curriculum and instruction to ensure growth and successful learning is taking place for all students.

Evaluation Data Source(s) 1: STAAR, BAS, EDC. MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Critical Success Factors CSF 1, CSF 2, CSF 4 Teachers will utilize small group instruction so to ensure differentiation is occurring.	2.4, 2.5, 2.6	Principal, Assistant Principal	Improve instruction by differentiating instruction to meet the different levels in a classroom.
2) Provide opportunities for teachers to receive staff development and professional development in the areas of science, math, reading, and writing.	2.5, 2.6	Principal, Assistant Principal	Improve instruction for student achievement and academic growth.
	Funding Sources: 263 Title III, LEP - 795.00		
3) Provide teachers with instructional materials and games to enhance achievement for various needs.	2.4, 2.5, 2.6	Principal, Assistant Principal	Improve instruction for student achievement and academic growth.
	Funding Sources: 211 Title I, Part A - 2715.00, 263 Title III, LEP - 1045.00		

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

Performance Objective 2: Math and reading achievement will increase for all students, white student group, and economically disadvantage group by 10% on the 2020 STAAR.

Evaluation Data Source(s) 2: 2020 STAAR scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Critical Success Factors CSF 1, CSF 4 Each teacher provides 45 minute intervention time to grades K-5.	2.4, 2.5, 2.6	K-5 teachers	Small group targeted instruction to increase achievement and academic growth.
2) Critical Success Factors CSF 1, CSF 2 Provide students acceleration with interventions and tutoring before, during, or after school	2.4, 2.5, 2.6	Teachers, Interventionists, Tutors, Principal, Assistant Principal	Increase student achievement for struggling students as well as students needing to raise performance level.
Funding Sources: 211 Title I, Part A - 68570.00			
3) Critical Success Factors CSF 1, CSF 2, CSF 4 Utilize the checkpoint data to improve instruction.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal	Improve instruction which will in turn improve student achievement and academic growth.
4) Critical Success Factors CSF 1, CSF 2, CSF 4 Utilize the Fundamental 5 strategies to improve instruction.	2.4, 2.5	Principal, Assistant Principal, District Administrators	Improve instruction by using high yield strategies.

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

Performance Objective 3: MAP achievement for grades K-2 will increase on level performance by 10% for both reading and math compared to the end of the year MAP data from the previous year.

Evaluation Data Source(s) 3: EOY MAP scores

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Critical Success Factors CSF 1, CSF 2 Utilize Cougar Convos to discuss student data including BAS data, MAP data, EDC, and checkpoints.	2.4, 2.5	Principal, Assistant Principal, Teachers, Interventionists	Increase student achievement and academic growth.
2) Critical Success Factors CSF 1, CSF 2, CSF 4 Use Fundamental 5 strategies to increase student performance.	2.4, 2.5	Principal, Assistant Principal, District Administration	Increase student achievement and academic growth.

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

Performance Objective 4: Writing STAAR will improve by 10% in each category.

Evaluation Data Source(s) 4: Journals, Writer's Workshop, 2020 STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide students an opportunity to write daily in a response journal across curriculum.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	By daily practice and high expectations students will improve writing skills which will help improve STAAR scores.
2) Students will have the opportunity to write monthly about a book that discusses the character trait of the month.	2.4, 2.5, 2.6	Principal, Assistant Principal, Classroom teachers	All students will respond to the book of the month building wide providing another writing opportunity for students.

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

Performance Objective 1: Faculty and staff will follow the campus discipline plan and Safety Response Plan (SRP) in order to provide a safe environment conducive to student learning.

Evaluation Data Source(s) 1: Sign in sheets, Drill Schedule

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Critical Success Factors CSF 4 Campus discipline plan and restorative practices will be periodically reviewed.	2.5, 2.6	Principal, Assistant Principal	Limit the amount of time students are out of the classroom.
2) Critical Success Factors CSF 3 SRP Drills will be reviewed multiple times during the year so that students and faculty including substitutes and tutors are prepared for emergency situations. Posters placed in every room.	2.5	Principal, Assistant Principal, Counselor	Be prepared for emergency situations.

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Provide professional growth and training to all teachers through district collaboration, vertical team meetings, and Cougar Convos throughout the year.

Evaluation Data Source(s) 1: Agendas, Sign in Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Critical Success Factors CSF 1, CSF 2, CSF 7 Teachers will have the opportunity to collaborate with others to improve their teaching.	2.4, 2.5	Facilitators, Principal, Assistant Principal	Improve instruction

Goal 3: Attract, develop and retain excellent staff

Performance Objective 2: Provide staff with positive recognition and incentives.

Evaluation Data Source(s) 2: Our Flock Rock cards, Incentives

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Critical Success Factors CSF 6, CSF 7 Staff will be given recognition for extra efforts that they exhibit.		Principal, Assistant Principal	Improve school climate

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

Performance Objective 1: Provide at least one parental involvement opportunity each month for parents to attend.

Evaluation Data Source(s) 1: Sign in Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Critical Success Factors CSF 5, CSF 6	3.1, 3.2	Principal, Assistant Principal, PTA, CPOC	Increase a working relationship between home and school.
CLT in conjunction with PTA will ensure that parental involvement activities are scheduled at least each month.	Funding Sources: 211 Title I, Part A - 984.00		

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

Performance Objective 2: Provide information/notes in both English and Spanish to encourage involvement.

Evaluation Data Source(s) 2: Copies of information translated

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Material will be translated so that more parents will be informed about campus information.	3.1, 3.2		
	Funding Sources: 263 Title III, LEP - 795.00		

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

Performance Objective 1: Instructional Technology Specialist are utilized to incorporate technology to enhance instruction in the classroom.

Evaluation Data Source(s) 1: Work orders, Lesson plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Critical Success Factors CSF 1, CSF 7 Teachers will increase the use of technology in their instruction.	2.4, 2.5	Principal, Assistant Principal	Improve instruction and student achievement

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

Performance Objective 2: Increase the number of tablets in each primary classroom.

Evaluation Data Source(s) 2: Increase of tablet inventory

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide primary classrooms with 1-2 more tablets	2.4, 2.5, 2.6	Principal	Provide students different ways to access the curriculum
Funding Sources: 211 Title I, Part A - 3740.00			

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 College Park 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 College Park 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 College Park Elementary Office in both English and Spanish.

2.4: Opportunities for all children to meet State standards

- Teachers will meet in vertical teams each early dismissal day to review curriculum and share strategies.
- Teachers will utilize small group instruction so to ensure differentiation is occurring.
- Each teacher provides 45 minute intervention time to grades K-5.
- Utilize the Fundamental 5 strategies to improve instruction and student performance.
- Provide students acceleration with interventions and/ or tutoring before, during and/ or after school.
- Utilize Cougar Convos to discuss student data including BAS data, MAP data, Observation Survey, EDC, and checkpoints.
- Provide intervention or tutoring to students who are showing difficulty with skills in reading and math.
- Special Education teacher will meet with grade level teachers to review instruction and student needs.
- Teachers will have the opportunity to collaborate with others to improve their teaching.
- Teachers will increase the use of technology in their instruction.

2.5: Increased learning time and well-rounded education

- Teachers will meet in vertical teams each early dismissal day to review curriculum and share strategies.
- Teachers will utilize small group instruction so to ensure differentiation is occurring.
- Provide opportunities for teachers to receive professional development in the areas of science, math, reading, and writing.
- Provide teachers with instructional materials and games to enhance achievement for various needs.
- Each teacher provides 45 minute intervention time to grades K-5.
- Utilize the Fundamental 5 strategies to improve instruction.
- Utilize the checkpoint data to improve instruction.
- Provide students acceleration with interventions and/ or tutoring before, during and/ or after school.
- Utilize Cougar Convos to discuss student data including BAS data, MAP data, Observation Survey, EDC, and checkpoints.
- Use Fundamental 5 strategies to increase student performance.
- Provide intervention or tutoring to students who are showing difficulty with skills in reading and math.
- Special Education teacher will meet with grade level teachers to review instruction and student needs.
- Teachers will be provided professional development on differentiation to meet the needs of their students.
- Campus discipline plan and restorative practices will be periodically reviewed.
- SRP Drills will be reviewed multiple times during the year so that students and faculty including substitutes and tutors are prepared for emergency situations. Posters placed in every room.
- Teachers will have the opportunity to collaborate with others to improve their teaching.
- Teachers will increase the use of technology in their instruction.

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

- Teachers will utilize small group instruction so to ensure differentiation is occurring.

- Teachers will meet in vertical teams each early dismissal day to review curriculum and share strategies.
- Provide opportunities for teachers to receive professional development in the areas of science, math, reading, and writing.
- Each teacher provides 45 minute intervention time to grades K-5.
- Provide students acceleration with interventions and/ or tutoring before, during and/ or after school.
- Special Education teacher will meet with grade level teachers to review instruction and student needs.
- Teachers will be provided professional development on differentiation to meet the needs of their student.
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- Campus discipline plan and restorative practices will be periodically reviewed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- CLT in conjunction with PTA will ensure that parental involvement activities are scheduled at least each month.

3.2: Offer flexible number of parent involvement meetings

- CLT in conjunction with PTA will ensure that parental involvement activities are scheduled at least each month.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mazben Momin	Interventionist	Title 1	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies (Title 1)	2110-11-00-105-30-018-6399	\$1,715.00
1	1	3	Reading Materials (Title 1)	2110-11-00-105-30-018-6329	\$1,000.00
1	2	2	Interventionist	2110-11-00-105-30-000-6119	\$33,845.00
1	2	2	Tutorials Extra Duty Pay (Teachers)	2110-11-00-105-30-018-6118	\$14,205.00
1	2	2	Tutorials Substitutes	2110-11-00-105-30-018-6112	\$20,020.00
1	2	2	Tutorial Travel	2110-11-00-105-30-018-6494	\$500.00
4	1	1	Snacks for family engagement opportunities	2110-61-00-105-30-018-6499	\$500.00
4	1	1	General Supplies for family engagement opportunities	2110-61-00-105-30-018-6399	\$484.00
5	2	1	iPad Purchases	2110.11.00.105.30.018.6396	\$3,740.00
Sub-Total					\$76,009.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESL Registration and Travel	2630-13-00-105-25-018-6411.IS	\$795.00
1	1	3	Reading Materials (Title 3/ESL)	2630-11-00-105-25-018-6329	\$545.00
1	1	3	General Supplies (Title 3/ESL)	2630-11-00-105-25-018-6399	\$500.00
4	2	1	Translation fees for English to Spanish notifications Support Staff Pay	2630-11-00-105-25-018-6121	\$295.00
4	2	1	Translation fees for Eng. to Span. notifications Teacher Pay	2630-11-00-105-25-018-6118	\$500.00
Sub-Total					\$2,635.00
Grand Total					\$78,644.00