

Kaufman Independent School District

Lucille Nash Elementary

2021-2022



Mission Statement

Kaufman Independent School District will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

Preparation - Purpose - Pride

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lucille Nash Elementary is currently in year 4 of its newly restructure consisting of 1st through 5th grade students. With the new structure, there are now 3 elementary schools in our community. Lucille Nash Elementary currently enrolls 510 students. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. We are a Title 1 campus that has 5 sections in both 1st grade and 2nd grade, 6 sections in 3rd grade, 4 sections in 4th grade and 5th grade. Nash's school data currently includes: 71% of our students are economically disadvantaged, and 35% of our students are identified at-risk. Special Programs are provided for students who qualify for the services, which includes: Bilingual/ESL 15%, Gifted and Talented 10% and 12% in Special Education. The ethnic distribution of our campus includes: 6.5% African American, 44% Hispanic, 46% White, 2% American Indian, 0.4%, and 10% Two or More Races.

Demographics Strengths

- Mobility number lower than district and state average.
- Attendance rate continues to be higher than district and state average.

Student Learning

Student Learning Summary

Last year was the first time to have state assessment data since Covid. When comparing Approaching Standard STAAR scores for All Students at Lucille Nash Elementary for the 2020-2021 school year to both the district and state averages, there were both increases and decreases showing both pockets of success and areas of need.

STAAR		Nash%	STATE	=/-	Nash %	State	=/-	Nash	State	=/-
2020-2021		App	App	App	Meet	Meet	Meet	Master	Master	Master
Nash	3R	64	68	-3	45	38	+7	22	19	+3
	3M	59	61	-2	28	30	-2	15	14	+1
	4R	71	63	+8	45	36	+9	18	18	-
	4M	72	58	+14	58	35	+25	36	21	+15
	4W	66	53	+13	28	26	+2	10	8	+2
	5R	75	72	+3	53	45	+8	31	30	+1
	5M	75	69	+6	44	43	+1	22	24	-2
	5Sci	72	61	+11	31	30	+1	11	12	-1

Compared to the state, Nash had five areas where averages were lower. However, 19 other areas compared were either the same or higher than the state averages. Learning loss is evident across the state of Texas due to Covid. Our third grade students showed learning loss which is a campus concern. Compared to 2019, Nash averages were considerably lower in third grade but held steady at grade 4th and 5th.

Student Learning Strengths

- 4th and 5th grade state assessments above the state averages.
- 4th grade writing increased despite the pandemic.

School Processes & Programs

School Processes & Programs Summary

Campus is a 1st-5th elementary campus. First and second grade classes are all be self-contained. Grades 3-5 are departmentalized with 2 way split in both 3rd and 4th grades. In 5th grade, 2 classes are in a 2 way split and a 3 way split. Each grade level will have a separate intervention block of 40 minutes to help all student progress to the next level. There are 3 intervention teachers, 1 dyslexia teacher, and 2 SPED teacher to address the specific needs of students. For the 2019-2020 school year, a first grade Bilingual teacher was added. In addition to the Bilingual teacher, a 2nd/3rd grade Bilingual/ESL teacher was added for ELAR instruction.

Common Assessments were given each 9 week grading period to check progress. Teachers track student data and progress to make instructional decisions. Students will also track their own academic progress in student data notebooks.

Teachers met weekly after school with their same subject department teachers to plan subject lessons. One day was also given each 9 weeks for planning.

Core subject classrooms are equipped with flat screen TVS and Apple TV. Each classroom has a document camera. Each department has an ipad cart with a class set of ipads to share. Each classroom has 6 Chromebooks.

School Processes & Programs Strengths

- Teachers report the planning day provided each grading period in beneficial in feeling prepared for the next grading period.
- Teachers have a common planning period each day for 55 minutes.
- Each grade level has a separate instructional time for interventions.

Perceptions

Perceptions Summary

The entire structure of the campus changed as the school adjusted from a 5-6 intermediate campus to an elementary campus with grades 1-5. Teachers have adjusted to new assignments on the 3 elementary campuses and the Junior High. Last year was a building year for a new culture and climate with all the changes.

Many decorative changes occurred over the summer to help make the school feel more inviting for the younger ages. Each year the students anticipate the new theme and decorations for the school. This year our theme was centered around an adventure. Each grade level hallway is decorated with a different adventure theme in mind.

Perceptions Strengths

- The new structure will benefit students making academic progress.
- Families and students excited about the look and feel of school as the new year began.
- The newly formed PTO continues to grow and positively impacts the campus.
- PTO Family nights were well attended.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals





Goal 1: Improve Student Achievement

Performance Objective 1: State Assessments in Reading, Math, Writing, and Science will meet or exceed State standards for all student groups.

Evaluation Data Sources: STAAR results/PBMAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Track class data, each sub group including ELL and SPED, and individual student data and make adjustments based on the learning needs of the students.</p> <p>Strategy's Expected Result/Impact: The use of common assessments will help guide the instruction needed for reteaching and continued to support allowing for continual student growth.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers Campus RTI Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Intervention provided to students who are significantly below grade level using the Leveled Literacy Intervention system and Read Right with RTI teachers. Additional TPRI interventions will be provided through in class support. Students reading levels will be assessed at the beginning of the year to form groups. Progress in groups will be monitored and groups adjusted as needed based on data.</p> <p>Strategy's Expected Result/Impact: Student reading levels should increase earlier in the school year.</p> <p>Staff Responsible for Monitoring: Principal RTI Coordinator RTI Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 3 Details	Reviews			
<p>Strategy 3: Include a separate intervention time for each grade level in the master schedule to address the various learning needs of all students. This time will be called Level Up and each student will be working to move to the next academic level. Focus Level Up Intervention will have 2 sessions of 30 minutes each so students can work on both math and reading learning gaps. Students will have Level Up folders and use Education Galaxy Lift-Off and small group instruction to address the learning gaps.</p> <p>Strategy's Expected Result/Impact: The data will reveal the students who continue to struggle and the learning gaps will close.</p> <p>Staff Responsible for Monitoring: Principals Classroom teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to use of Education Galaxy to support all grades in reading and math with demonstration mastery of grade level standards. In addition to math and reading, 4th and 5th grade will have science support.</p> <p>Strategy's Expected Result/Impact: The continual practice and review of learning standards will help students achieve at higher rates throughout the year.</p> <p>Staff Responsible for Monitoring: Principals Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue the use of Lone Star Learning Target programs to spiral and review reading and math state standards throughout the year.</p> <p>Strategy's Expected Result/Impact: Student performance will increase on state assessments.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 6 Details	Reviews			
<p>Strategy 6: Continue with the implementation the use of Empowering Writer's curriculum to help students with expository and opinion writing all grades.</p> <p>Strategy's Expected Result/Impact: Student achievement in writing will increase to state average or above on 4th grade writing STAAR.</p> <p>Staff Responsible for Monitoring: Principals Facilitators</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
<p>Strategy 7: Use district adopted computer support programs, IXL (math) and Lexia (reading), to close gaps of skills and accelerate learning in reading and math.</p> <p>Strategy's Expected Result/Impact: Students will complete all grade level skills specified in both programs.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 8 Details	Reviews			
<p>Strategy 8: Implementation of HB4545 with an additional 30 hours of intervention for any students who did not meet expectation on Math or Reading STAAR.</p> <p>Strategy's Expected Result/Impact: Student learning gaps based on STAAR assessment data will be improved with intervention/tutoring support.</p> <p>Staff Responsible for Monitoring: Principal Interventionists Classroom Teachers</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Attendance rates will meet or exceed state standards.





Evaluation Data Sources: End of year attendance rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Instruction will be available to students quarantined temporarily after school to help students stay on track academically.</p> <p>Strategy's Expected Result/Impact: Students will stay up to date on classroom instruction regardless of instructional choice. Student attendance will be higher. Students will maintain progress in either instructional setting.</p> <p>Staff Responsible for Monitoring: Principals Teachers Attendance Secretary/PEIMS Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: During times where attendance begins to fall below the average we will have Homeroom Attendance Contest. A variety of Homeroom Attendance Contest will throughout the school year. Contest will be daily, weekly, monthly, or by 9 weeks. Attendance graphs will be used in a central location to provide a visual for students to see.</p> <p>Strategy's Expected Result/Impact: Increase campus-wide attendance rate from 96.5% to no less than 96.8%.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Truancy procedures will be followed. The appropriate letters, attendance contracts, parent meetings, student conferences, home visits and Saturday school assignments will happen at the appropriate times.</p> <p>Strategy's Expected Result/Impact: Reduction in truancy contributes to an increase in consistent student attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal, PEIMS Secretary, Counselor</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Mastered grade level scores on State Assessments in Reading, Math, Writing, and Science will meet or exceed the State averages.

Evaluation Data Sources: STAAR Advanced scores





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use small group instruction during class time to meet the needs of the struggling learners as well as challenge the advanced learners.</p> <p>Strategy's Expected Result/Impact: Teachers will increase the frequency of each small group instruction to help students close learning gaps.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will set goals and monitor progress using Student Data Notebooks.</p> <p>Strategy's Expected Result/Impact: Students will become more aware of their learning progress.</p> <p>Staff Responsible for Monitoring: Classroom teachers Principals</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: College and Career exposure for all students in monthly college highlights, weekly announcements, and career day.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to the various opportunities they will have as an adult and begin working toward those goals.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development.





Evaluation Data Sources: T-TESS Evaluations and Walk-through Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly PLC schedule will be utilized to allow teachers time each week to grow professionally as well as provide additional time to strategically plan.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to meet the growing needs of students as evidenced by an increase in T-TESS scores.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Department Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: In addition to the PLC time daily, teachers will also have Common Planning Time with subject departments.</p> <p>Strategy's Expected Result/Impact: Lessons will be planned based on students needs from data and student achievement will increase and teacher morale will increase the allotted time to plan during the school day.</p> <p>Staff Responsible for Monitoring: Principal Department Leadership</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: In addition to PLC and Common Planning times, teacher will have an extended PLC (Teaching with Tenacity) schedule each quarter to review the upcoming grade level standards to teach.</p> <p>Strategy's Expected Result/Impact: Standards will be taught with rigorous lessons that address the depth of the content needed to be successful on state assessment.</p> <p>Staff Responsible for Monitoring: Principal Facilitators</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Principal and Teachers will review teaching strategies for high expectations of all students using the book, Teach Like a Champion.</p> <p>Strategy's Expected Result/Impact: High expectation teaching strategies will be observed in classrooms</p> <p>Staff Responsible for Monitoring: Campus Principals Facilitators</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff





Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign Mentor teachers to every new teacher on campus. Strategy's Expected Result/Impact: New teachers will feel welcomed and have a person they can consult for help as needed. Staff Responsible for Monitoring: Principal Mentor Teachers</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will begin an after school share time for teachers to come and share learning strategies that have been successful in their classroom. Strategy's Expected Result/Impact: Teachers will meet monthly or bimonthly to share ideas with each other. Staff Responsible for Monitoring: Principals Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Additional support and training provided by the new campus instructional reading facilitator and continue support from the district math facilitator. Strategy's Expected Result/Impact: Teachers will have a greater understanding of standards to teach when planning. Staff Responsible for Monitoring: Principal Facilitators</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs & Services

Performance Objective 1: Increase parental and community involvement.

Evaluation Data Sources: Sign In Sheets, CNA





Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with families using the campus Remind 101, teacher Remind 101, Nash Monthly Newsletter.</p> <p>Strategy's Expected Result/Impact: Parents will be more aware of the events occurring at school which should increase family engagement. Parents will also be supported with additional information concerning the academic and social/emotional needs of their children.</p> <p>Staff Responsible for Monitoring: Principals Counselor Teachers</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to build PTO to help bring the parents and teachers together to help support students on campus.</p> <p>Strategy's Expected Result/Impact: Additional activities and opportunities will be offered to families increasing the involvement in school.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide two family events after school to give parents an opportunity to participate and observe the learning highlights of their students.</p> <p>Strategy's Expected Result/Impact: There will be a stronger partnership between school and family relationships.</p> <p>Staff Responsible for Monitoring: Principals Teachers PTO</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 2: Close the performance gap between All students and ELL and SPED students on campus.

Evaluation Data Sources: PBMAS





Strategy 1 Details	Reviews			
<p>Strategy 1: LPAC Committee will meet at the end of each grading period to review progress of each ELL student and add additional interventions or accommodations as needed.</p> <p>Strategy's Expected Result/Impact: The targeted additional interventions will increase student performance.</p> <p>Staff Responsible for Monitoring: Assistant Principal LPAC Chairs Classroom Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Literacy instruction and additional vocabulary instruction will be incorporated into all content areas including visual supports for students.</p> <p>Strategy's Expected Result/Impact: The learning gap will begin to close for ELL and SPED students.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the use of additional content visuals and anchor charts into classroom instruction.</p> <p>Strategy's Expected Result/Impact: The learning gap will begin to close for ELL and SPED students.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: We will use MAP Growth data to help create intervention plans to address learning gaps of all students including SPED and LPAC. We will use the Level Up time each day to address the learning gaps identified in the MAP Growth data. MAP Growth will be assessed 3 times a year: BOY, MOY, and EOY.</p> <p>Strategy's Expected Result/Impact: Students MAP Growth will increase each time students are assessed.</p> <p>Staff Responsible for Monitoring: Principals Facilitators Interventionists</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 3: Technology will be implemented throughout each classroom.

Evaluation Data Sources: Director of Technology
Principals
Usage Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Each teacher will keep Google Classroom updated with in class instruction. Students will complete assignments in the Google Classroom.</p> <p>Strategy's Expected Result/Impact: Students will complete assignments in the Google Classroom.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional support and training for teachers in using the recent technology added to classrooms and computer software to support instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will use technology and implement computer software based on a deeper understanding of how to use.</p> <p>Staff Responsible for Monitoring: Principal Facilitators Technology</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Provide a safe and orderly learning environment

Performance Objective 1: Provide a safe and orderly learning environment.

Evaluation Data Sources: CNA, PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Perform routine safety drills. Strategy's Expected Result/Impact: Safety procedures will be practiced so school will remain safe no matter the event. Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue the implementation of restorative practices using Sanford Harmony curriculum for social/emotional support with meet ups and buddy ups. Strategy's Expected Result/Impact: Student behavior will improve causing a decrease in office referrals. Staff Responsible for Monitoring: Principals School Counselor Classroom Teachers ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for students to celebrate both academic and behavioral goals met throughout the school year with celebrations of the Weekly Campus Challenges. Strategy's Expected Result/Impact: Student motivation toward meeting academic and behavioral goals will increase . Staff Responsible for Monitoring: Principals Classroom Teachers ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement the use of PikmyKid dismissal system to organize and maintain the dismissal process of students.</p> <p>Strategy's Expected Result/Impact: Dismissal will be safer and more time efficient with organized system to track all students.</p> <p>Staff Responsible for Monitoring: Principals Office Staff Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will participate in BASE education to learn computer safety as well as enforce social and emotional support. Student technology usage will be monitored through BARK and Classroom Relay.</p> <p>Strategy's Expected Result/Impact: Students technology usage will be safely monitored will at school.</p> <p>Staff Responsible for Monitoring: Teachers Principals Counselor</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums