

Kaufman Independent School District

Phillips Elementary

2021-2022



Public Presentation Date: October 18, 2021

Mission Statement

Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others

Campus Mission

Phillips Elementary motivates, inspires, and prepares all students for their bright futures by providing a fun, safe, positive learning experience.

Vision

Preparation. Purpose. Pride.

Goals

District and Campus Goals:

Goal 1: Improvement Student Achievement

Goal 2: Improve Student Career and College Readiness

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

Goal 4: Improve Student Programs and Services

Goal 5: Provide a Safe and Orderly Learning Environment

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Improve Student Achievement	11
Goal 2: Improve Student Career and College Readiness	15
Goal 3: Recruit, Retain, and Train Fully Certified and Highly Qualified Principals, Teachers, Staff	18
Goal 4: Improve Student Programs and Services	20
Goal 5: Provide a safe and orderly learning environment.	25
Title I Schoolwide Elements	27
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	28
1.1: Comprehensive Needs Assessment	28
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	29
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	29
Title I Personnel	29
Campus Funding Summary	30
Addendums	31

Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

Demographics

Demographics Summary

Phillips Elementary is an elementary campus that meets the unique needs of approximately 455 1st through 5th graders in our community. 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 houses 22 homeroom classes. Phillips students feed into Kaufman Junior High. Our ethnicity breakdown is 60% Hispanic, 36% White, 1.32% African American, .22% Asian, and 2.43% two or more races. 84% of our students are economically disadvantaged and 30% of our children are English Learners (ELs). We have 24 students identified as Gifted and Talented and 85 students identified as Students with Disabilities. The children with disabilities are served in Speech therapy and/or our Resource and/or Inclusion classrooms.

Attendance rates have remained steady over the years. Last year we had an attendance rate of 96.39%.

Phillips Elementary continues to place a high priority in employing a high quality, talented staff. Eleven new teachers were hired this year due to retirement and reassignment. Eight are veteran teachers and three are first year teachers.

Demographics Strengths

- Phillips continues to meet the needs of a growing economically-disadvantaged population
- Teachers continue to provide differentiated instruction to a diverse student population
- Phillips continues to improve the RTI process to address the needs of at-risk students
- Class sizes are at or below state ratio
- Supportive community with students and staff

Student Learning

Student Learning Summary

STAAR data from last year shows the significant impact that the pandemic had on learning. We are providing Accelerated Instruction to students that did not pass either the Reading or Math tests through our RTI classrooms or small group instruction in the classroom.

STAAR 3rd grade Math-49

STAAR 3rd grade Reading-51

STAAR 4th grade Math-55

STAAR 4th grade Reading-52

STAAR 4th grade Writing-51

STAAR 5th grade Math-78

STAAR 5th grade Reading-69

STAAR 5th grade Science-64

GO Time (Growth Opportunity) is scheduled for each grade level. Content instruction stops and targeted intervention is given to each student across all the grade levels.

Student Learning Strengths

- MAP testing to guide intervention
- Targeted GO-Time and Accelerated Instruction
- Growth Mindset Coach Book Study with teachers and students
- Lexia
- IXL
- Formative Assessments

School Processes & Programs

School Processes & Programs Summary

Teachers meet weekly with their departments to plan and collaborate in PLCs. Phillips procedures and guidelines are detailed in the Google Drive notebook. A Friday Focus is written weekly to communicate between teachers and administration.

All classrooms have flat screen TVs and chrome books that are paired with them. Six classrooms have Smart /Record-Ex panels. We have one to one device usage.

Phillips has 2 administrators, 1 counselor, 22 homeroom teachers, 2 special education teachers, 1 Diagnostician, 1 Dyslexia teacher, 1 PE teacher, 1 nurse, and 15 paraprofessionals/clerical.

School Processes & Programs Strengths

- Weekly PLC meetings and Planning Days in school calendar
- 1 to 1 student device ratio
- Friday Focus
- Safety plan and monthly drills
- Full time Instructional Facilitator on campus
- Mentoring program for new teachers
- Arrival and dismissal procedures

Perceptions

Perceptions Summary

The staff at Phillips continues to be committed to ensuring we provide a safe, secure and nurturing learning environment that provides students with a quality education and helps parents become part of the learning process. We hope that each and every child that walks our halls, leaves knowing that they matter, are valued, and hold worth. We work hard as a staff to meet the needs of each individual student.

We set our expectations high for academic success and focus on growth for every student. It is also our expectation that students will be good citizens at school and in the community. Parents are a vital component to the achievement and success of our students. We will have to continue to keep our parents involved despite not being able to have visitors in our building at this time due to the pandemic.

Perceptions Strengths

- Good staff relationships
- Book Vending Machine
- Magic Maze for sensory regulation
- National Reading Day/Book Character Parade
- PBIS Adventure tickets
- Sunshine Committee to boost morale
- Positive social media presence

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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, gender, etc.
- Section 504 data
- Gifted and talented 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 1, 2021





Goal 1: Improve Student Achievement

Performance Objective 1: By the end of 2021-2022 school year, Phillips Elementary's percentage of students in the aggregate and each subgroup will meet or exceed the state passing rate on each STAAR test by using instructional activities that are student centered and adhere to the TEKS.

Evaluation Data Sources: STAAR results, State Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: All classroom teachers will do a Data Dig quarterly to analyze their Common Assessment data on the Reading, Math, Writing, and Science tests and three times a year for MAP results. Strategy's Expected Result/Impact: Teachers will find three lowest performing TEKS on their Common Assessments and make plans to re-mediate/reteach. Staff Responsible for Monitoring: Administration Instructional Facilitators Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: 1st-5th ELAR teachers will continue to implement a balanced literacy program with a targeted focus on writing utilizing the Empowering Writers curriculum. Strategy's Expected Result/Impact: Writing mechanics and craft will show improvement on the short answer response questions on STAAR. Staff Responsible for Monitoring: Administration Instruction Facilitators 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, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July





Strategy 3 Details	Reviews			
Strategy 3: Continue to develop and implement inclusionary practices for all Special education students, focusing on in class support. Strategy's Expected Result/Impact: Special Education students will make progress on IEP goals and state assessments Staff Responsible for Monitoring: Administration Special Education staff 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, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
Strategy 4: Grades 3-5 students will participate in the Fitnessgram in order to test overall fitness levels. Strategy's Expected Result/Impact: Students will improve from their beginning of the year markers when they conclude the year with their Fitnessgram testing. Staff Responsible for Monitoring: Administration PE teacher Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
Strategy 5: Selected students, grades 2-5 will participate in UIL academic teams to prepare for the district meet. Strategy's Expected Result/Impact: High achieving students will be challenged and make academic gains by their participation on teams. Staff Responsible for Monitoring: Administration UIL Coordinator Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
Strategy 6: 3rd -5th grade students will utilize opportunity 1 and opportunity 2 Interim Assessments this year to identify and target academic concerns before STAAR testing. Strategy's Expected Result/Impact: Improvement of STAAR results Staff Responsible for Monitoring: Administration Classroom teachers 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, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July

Strategy 7 Details	Reviews			
Strategy 7: 1st and 2nd grade teachers will use the Texas Primary Reading Inventory to screen students for Dyslexia and other areas of concern for readers. Strategy's Expected Result/Impact: Targeted instruction at the area of need Staff Responsible for Monitoring: Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Improve Student Achievement

Performance Objective 2: By the end of 2021-2022 school year, the percentage of students approaching, meeting, and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: All Students will participate in Reading and Math MAP testing three times a year. Strategy's Expected Result/Impact: Student growth will be emphasized and intervention will be targeted and implemented so students will meet the RIT goals each time they take their test. MAP data will predict STAAR data. Staff Responsible for Monitoring: Administration Instructional Facilitators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in the Growth Mindset Coach Book Study with their teachers. Students will be taught monthly lessons on how to have a growth mindset. Strategy's Expected Result/Impact: Motivation and effort will increase and student achievement will be impacted on Lexia, IXL, Common Assessments, MAP and STAAR tests. Staff Responsible for Monitoring: Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	July	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Improve Student Achievement

Performance Objective 3: All 1st-3rd grade students will meet end of the year goals for Reading levels as measured by the EOY DRA scores.

Evaluation Data Sources: EOY DRA scores

Strategy 1 Details	Reviews			
Strategy 1: All 1st-3rd grade reading teachers will participate in the Reading Academy where they will become highly trained in the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking. Strategy's Expected Result/Impact: EOY DRA scores will be on target due to increase in teacher training. Staff Responsible for Monitoring: Administration Classroom teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: Regular education students with the lowest DRA scores will be targeted in GO Time to attend Leveled Literacy Instruction daily in the Reading Interventionist's classroom. Strategy's Expected Result/Impact: DRA scores will improve and meet the EOY target goal Staff Responsible for Monitoring: Administration RTI teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Phillips Elementary will increase overall attendance rate by 1% so that additional learning loss will be avoided.

Evaluation Data Sources: PEIMS reports for attendance

Strategy 1 Details	Reviews			
Strategy 1: Maintain at least a 97% Campus Wide Attendance Rate using spirit sticks, certificates, and classroom incentives, and Quarantine Learning. Strategy's Expected Result/Impact: Attendance rate at 97% at end of year Staff Responsible for Monitoring: Administration Attendance Clerk Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: Quarantine Learning will be offered to students that are being quarantined due to Covid to recoup attendance while they are not present at school. Strategy's Expected Result/Impact: Attendance will be maintained and learning will continue for students on quarantine. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Identify and provide intervention for At-risk students in the areas of academics and emotional well being.

Evaluation Data Sources: PEIMS records

Counselor referrals

DRA/Lexia data

Strategy 1 Details	Reviews			
Strategy 1: We will continue to implement Restorative Practices, adding circles and treatment agreements. Strategy's Expected Result/Impact: Students will learn to be accountable for their behaviors and the possible harm they cause. Increased positive school climate Staff Responsible for Monitoring: Administration Counselor Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: Students will be able to address their sensory needs with our new Magic Maze. The maze contains 10 different activities that provide children with various types of sensory input. It is located in a less traveled hallway in the building. Strategy's Expected Result/Impact: -Increased engagement for students participating in the maze before instructional time Staff Responsible for Monitoring: Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
Strategy 3: Students will participate in GO Time (intervention) during their daily schedule with their classroom teacher or interventionist. Teachers will provide small group instruction targeting Math skills, literacy needs with Lexia interventions, or guided reading. Strategy's Expected Result/Impact: Students will perform on grade level on DRA, Lexia, IXL, and Common Assessments. Staff Responsible for Monitoring: Administration Classroom teachers RTI teachers 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, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July





Strategy 4 Details	Reviews			
Strategy 4: Students will participate in the BASE education program online for a Social Emotional Learning curriculum that targets a few of the following; COVID precautions, bullying, and cyber security Strategy's Expected Result/Impact: Decrease in bullying and safety of students online. Staff Responsible for Monitoring: Counselor Administration Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
Strategy 5: To combat learning loss, supplies will be purchased with ESSER funds and awarded to teachers that wrote grants and were selected for funding. Strategy's Expected Result/Impact: Learning loss will be addresses and targeted with innovative resources. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 1: Phillips will provide incentives, training, and working conditions conducive to recruiting and retaining a Highly Qualified staff.

Evaluation Data Sources: Phillips Elementary will increase in student achievement as teachers and paraprofessionals gain skills in teaching effectively.

Strategy 1 Details	Reviews			
Strategy 1: Continue to extend appreciation and recognition to staff through: Staff Shout-Outs on the Friday Focus, monthly celebrations, special notes, and little token gifts. Strategy's Expected Result/Impact: -Recognition of teachers/staff -Increased morale Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: Each teacher will assume personal responsibility for their own instructional improvement through collaboration with department and administration regarding their Student Learning Outcome Goal. Strategy's Expected Result/Impact: Completion of targeted goals and each teacher's evidence of improvement in student outcomes Staff Responsible for Monitoring: Administration All Certified Staff evaluated under T-TESS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be given a 55 minute conference time to allow for PLC time weekly with administration and instructional support staff. Data digs, instructional practices, and staff development will be discussed during PLC time. Strategy's Expected Result/Impact: Students achievement will improve as a result of a targeted focus on student data and improving teacher craft. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July





Strategy 4 Details		Reviews			
Strategy 4: Each Monday will be "Motivational Monday" where staff members will be encouraged to wear motivational t-shirts with positive words and messages. Strategy's Expected Result/Impact: Positive school climate Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 4: Improve Student Programs and Services

Performance Objective 1: Phillips will cultivate a shared vision with all stakeholders in order to create a positive school culture and enhance academics.

Evaluation Data Sources: Parent/ Student Surveys

Academic growth across grade levels

Strategy 1 Details	Reviews			
Strategy 1: A book vending machine will be utilized to promote literacy. Strategy's Expected Result/Impact: 20 students per week will be given a coin to select a free book from the machine. Placing books in the hands of our students weekly will increase and promote literacy Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: Students of the month will be awarded each month from nominations from teachers to encourage positive behavior and choices by all students. Strategy's Expected Result/Impact: Increased motivation and excitement around campus, posted on district Facebook. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
Strategy 3: 5th grade students will participate in a Power Hour every Friday for enrichment. Strategy's Expected Result/Impact: Attendance will improve on Friday. Motivation and effort will improve throughout the week in order to attend their Power Hour class. Positive impact on students and teachers. Staff Responsible for Monitoring: Administration Power Hour Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 2: Technology will continue to be integrated throughout the campus.

Evaluation Data Sources: Usage Reports

Strategy 1 Details	Reviews			
Strategy 1: Additional Record-Ex panels will be added to classrooms to engage students and enhance instruction. Strategy's Expected Result/Impact: Increased engagement in classroom instruction Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Improve Student Programs and Services

Performance Objective 3: Students in need of specialized services will be properly identified and served.

Evaluation Data Sources: SST data
RTI data





Strategy 1 Details	Reviews			
Strategy 1: 4th and 5th grade students that did not pass the Reading or Math STAAR test will be provided 30 hours of Accelerated Instruction for each subject failed. Strategy's Expected Result/Impact: Passing standard will be met after Accelerated Instruction is provided. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: 4th grade students that did not approach on STAAR will be pulled by the Math interventionist for Go Time. Strategy's Expected Result/Impact: Passing rate on 4th grade Math STAAR will improve from 49%. Staff Responsible for Monitoring: Administration 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, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Improve Student Programs and Services

Performance Objective 4: Parent and community involvement will be prioritized.

Evaluation Data Sources: Parental surveys
Social media feedback.

Strategy 1 Details	Reviews			
Strategy 1: We will implement a Phillips Elementary Parents Remind to communicate with our families concerning important updates concerning COVID and school news. Strategy's Expected Result/Impact: Increased communication between home and school. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: PTO will continue to grow and recruit members as they try to enrich the campus for students and staff while adhering to Covid protocols. Strategy's Expected Result/Impact: Positive climate on campus Staff Responsible for Monitoring: PTO Board Administration Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
Strategy 3: Tuesday Folders will be sent home weekly with newsletters and notices from the office along with graded work in order to communicate with families in a more proficient and timely manner. Strategy's Expected Result/Impact: Increased communication back and forth between school and home and participation from families. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
Strategy 4: Hispanic Heritage Month will be celebrated on campus with a Family Pinata contest, various activities, literature, music, and art that celebrates the Hispanic culture. Strategy's Expected Result/Impact: Hispanic students and community will feel valued and appreciated. Staff Responsible for Monitoring: Administration All staff Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 1: Phillips will provide a safe and orderly learning environment.




Evaluation Data Sources: PEIMS Discipline Report
Drill documentation
CNA

Strategy 1 Details	Reviews			
Strategy 1: We will utilize the Standard Use Protocol to ensure the safety of all. Drills will occur routinely. Strategy's Expected Result/Impact: A safe school, emergencies handled correctly and swiftly. Staff Responsible for Monitoring: Administration All Staff District Police Officers Students ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: We will encourage positive behaviors in students and/or classrooms through a ticket reward system. The Morning Mantra will be said daily and Adventure Tickets will be given for working hard and having a good attitude. Strategy's Expected Result/Impact: Log of incentives from the treasure tower and decrease in discipline referrals because children are making better choices and less disruptions at school. Staff Responsible for Monitoring: Administration All Staff Members Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
Strategy 3: 5) A 5th grade student council will be selected by a committee consisting of teachers and administration. Students will be selected based on essay content, leadership qualities, and strength of character. They will serve throughout the building helping with announcements, selling spirit sticks, greeting students, and being ambassadors to new students. Strategy's Expected Result/Impact: Improved school climate and leadership capacity among our 5th grade students. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 2: Phillips will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: CIP formative review, CNA

Strategy 1 Details	Reviews			
Strategy 1: Complete Yearly CNA Strategy's Expected Result/Impact: CNA Summary Staff Responsible for Monitoring: Administration CIP Committee All Staff	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and Monitor CIP Progress Strategy's Expected Result/Impact: Quarterly Meeting Minutes CIP Sign-Ins Staff Responsible for Monitoring: Administration CIP Committee	Formative			Summative
	Dec	Mar	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Based upon our CNA and district data analysis and information these areas of need are identified:

- Increased student achievement on STAAR
- Campus wide intervention target of all SST students and any children showing gaps in their learning
- A school wide positive behavior incentive along with restorative practices
- Parent involvement opportunities
- Professional development
- Safe and secure school with a child friendly culture

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Phillips staff ends and begins the year with a growth mindset. We try to self reflect and make Phillips better. We brainstorm frequently trying to figure out how to get children to be successful. Parents and community members provide input at CIP meetings throughout the year. Every staff member on campus has had many opportunities to give their input in campus planning.

2.2: Regular monitoring and revision

The CIP team meets quarterly to review the campus plan and rate progress toward the goals and strategies.

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

Our campus plan is posted on the website for parents and the community to view.

2.4: Opportunities for all children to meet State standards

Phillips students have daily opportunities to meet state standards through all their core instruction. We use centers, small group, and whole group instruction. We use guided reading and guided math. We have an outdoor learning center, computer labs, and science labs for students to practice the standards taught in the classroom.

2.5: Increased learning time and well-rounded education

We have a master schedule and core subjects are given specific allotted times. Our schedule is tight and runs bell to bell. There is also time in every homeroom for restorative practices to focus on the emotional social needs of our students.

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

We focus on teaching all children but we also target those that are in particular need. Students participate in GO-Time daily where struggling students receive the needed intervention in Math and Reading.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We distribute the Parent and Family Engagement policy at our Fall conferences with parents.

3.2: Offer flexible number of parent involvement meetings

Currently with the pandemic, our parent involvement is restricted to phone calls and limited visitors on campus during the day. PTO will help us host a few evening events for our families this year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
-------------	-----------------	----------------	------------

Campus Funding Summary

Addendums