

**La Porte Independent School District**  
**Jennie Reid Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## Mission Statement:

To develop in every student critical thinking skills and great character traits that will afford them every opportunity to be prepared for college by building relationships, holding high expectations, and learning within a caring and collaborative environment.

## Vision

### Vision:

We believe that every student deserves the opportunity to be educated in a way that prepares them for college if they choose to attend.

**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

Jennie Reid Elementary is one of twelve campuses in La Porte independent School District. Jennie Reid Elementary opened its doors in 1981, and serves predominantly middle class and low-income families. Last year, Jennie Reid served 390 students in grades kindergarten to fifth grade. Grades Kinder through 1st are self-contained classes, whereas 2nd grade has 4 departmentalized classes. Third through 5th grades each have 3 departmentalized classes. Third grade has a language arts/science/social studies teacher, as well as math and reading teachers. The grade has a language arts/social studies, reading, and math/science teacher. Fifth grade has a reading/language arts/social studies teacher, a math teacher, and a science teacher.

Currently, we have 3 kindergarten, 3 first grade, 4 second grade, 3 third grade, 3 fourth grade, and 3 fifth grade class sections, with availability of up to 25 students per class. We have 3 bus routes, serving about 22% of our students. Currently, a new neighborhood is being built in our enrollment area. Approximately 350 homes in Morgan's Landing will be zoned to Jennie Reid. The houses in this neighborhood range from approximately 300-400K. We are starting to see some enrollment of students from this new neighborhood. Currently, we have about 15 students from this neighborhood.

On Aug. 18, 2021, we began the 2021-2022 school year in person. Virtual learning was not an option. While masks are encouraged, they are not mandatory; however, we are doing our best to socially distance, sanitize, and follow pre-screening requirements before reporting to school each day. Due to quarantine criteria and COVID positive cases, our attendance rate has suffered. The last published mobility rate for the campus is approximately 12.2%, down from 12.5% the previous year. The last published average daily attendance rate for students was 95.8%.

This is the tenth year for Jennie Reid to be identified as a Title I school-wide campus. Our Title I programs consists of parent involvement activities, primary literacy intervention, secondary math and literacy intervention, tutorials after school for math and reading, and materials to support our reading and math programs. Our Title III program supports our Emergent Bilingual students who are serviced through our ESL teachers. Jennie Reid Elementary has 1 Behavior Support Program class, which currently serves 10 students in grades kindergarten through 5th. Jennie Reid's Special Education students are serviced through inclusion support in the classroom, as well as pull-out resource support, as needed. Our campus is the location for the District Alternative Education Program, where we serve students in kindergarten through sixth grades with serious discipline problems for an assigned number of days.

The student population is approximately 5.6% African-American, 48.2% Anglo, 42.2% Hispanic, 1% Asian, and 3% two or more races. Approximately 49.2% of our students are economically disadvantaged, 9.1% receive Special Education services, 8% are Gifted and Talented, and 2.5% are Emergent Bilingual. The staff population is 70% White, 5% African-American, 2.5% multi/other, 22.5% Hispanic, 7.5% male, and 92.5% female with over half of our teachers having more than 10 years of experience. Our staff consists of 100% highly qualified teachers and 100% highly qualified paraprofessionals. Jennie Reid's team of teachers is comprised of 24 classroom teachers, 9 paraprofessionals, 3 Interventionists, a counselor, a nurse, and 2 administration staff members. 73% of our professional staff members hold Bachelor's degrees, while 27% hold Master's degrees. This year, we have 2 teachers new to the teaching profession.

The Jennie Reid Elementary needs assessment process consists of the site-based decision-making team (CPOC members) forming subcommittees to evaluate the previous year's data. The committees evaluated program evaluations and the following data, as well as any other applicable data: TXKEA, TPRI, BAS, STAAR, MAP, attendance (students and staff), discipline referrals, special education programs, gifted and talented program, PEIMS Data, and TEA school report cards. CPOC members reviewed the data to identify areas of strengths and needs noted herein.

### Demographic Needs

- To increase attendance rates, which have dropped from 95.8% in 2019 to 95.3% in 2021, due to COVID 19 and quarantine.
- To increase our enrollment, which has seen a steady decline from 469 students in 2017 to 396 in 2021, due to neighborhood children aging out of elementary.
- To provide family and student resources, as our percentage of economically disadvantaged students increased from 42.4% in 2018 to 49.2% in 2019.
- To identify families in need, as applications for free/reduced lunches have decreased due to free meals being offered to everyone.

### **Demographics Strengths**

Jennie Reid Elementary has several strengths, which include:

- Over half of our teachers have more than 10 years of teaching experience.
- Our teacher turn-over rate has been less than 12% in the last three years.
- We have several area business partners provide school supplies and help fill various other needs throughout the school year.
- The south end of Morgan's Landing, a new housing development in our area, is zoned to our school which will help to increase our enrollment.

# Student Learning

## Student Learning Summary

Jennie Reid Elementary received a ‘B’ in the Texas Education Agency’s 2019 accountability rating system. The overall rating, which was scored 82 out of 100, is based on scores in student achievement (85), school progress (83), and closing the gaps (74) among various racial, ethnic and socioeconomic groups. Due to our white sub-population of students not meeting the Academic Achievement and Growth targets in reading for 3 years in a row, Jennie Reid Elementary was identified as a school in need of Additional Targeted Support.

Due to Jennie Reid's sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses were labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year. No students were administered STAAR tests.

Due to the COVID 19 pandemic, Jennie Reid Elementary was labeled Not Rated: Declared State of Disaster for the 2020-2021 school year. While most students did participate in the STAAR test for the 2020-2021 school year, schools were not assigned an accountability rating for the year. Students who attended school virtually had the option to opt out of STAAR testing, and we did have 2 students, a 4<sup>th</sup> and a 5<sup>th</sup> grader, opt out of STAAR testing. Although Accountability Ratings were not assigned for the 2020-2021 STAAR administration, it is of significance to note that all of our sub-populations of students did meet their targets in all areas.

The grade-level performance measure within the Closing the Gaps domain is measured by targets that were set for various student groups, based on the averages for the 2016-2017 STAAR administration. Each group of students has a performance goal to reach when it comes to meeting grade level in reading and math. The state goal for each student group is set based on that group's average performance statewide in 2016–17. In 2019, Jennie Reid missed the target for our white student sub-group in reading for the third year in a row, placing our school on the Additional Targeted Support list. In 2019, Jennie Reid also missed targets in math and on the Student Success Target component score for our white sub-group. Our non-continuously enrolled students missed the target in math, as well.

Our 2021 STAAR scores revealed that all grade-level performance measure targets for Academic Achievement within the Closing the Gaps domain were successfully met by all Jennie Reid subgroups. Although we did not receive an accountability rating for the 2020-2021 school year, we expect to be removed from the list as an Additional Targeted Support school.

	All	Hispanic	White	EcoDis	EB	Special Ed	Continuously Enrolled	Non-Continuously Enrolled
<b>Reading Target</b>	<b>44%</b>	<b>37%</b>	<b>60%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>	<b>46%</b>	<b>42%</b>
<b>2019 % at Meets/Masters</b>	52%	54%	52%	48%	80%	35%	54%	47%
<b>2021 % at Meets/Masters</b>	53%	44%	61%	45%	50%	19%	54%	48%

	All	Hispanic	White	EcoDis	EB	Special Ed	Continuously Enrolled	Non-Continuously Enrolled
<b>Math Target</b>	<b>46%</b>	<b>40%</b>	<b>59%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>47%</b>	<b>45%</b>
<b>2019 % at Meets/Masters</b>	56%	54%	58%	49%	60%	39%	61%	43%
<b>2021 % at Meets/Masters</b>	59%	59%	59%	50%	50%	29%	59%	55%

	All	Hispanic	White	EcoDis	EB	Special Ed	Continuously Enrolled	Non-Continuously Enrolled
<b>Student Success Target Component Score</b>	47	41	58	38	37	23	48	45
<b>2019 Component Score</b>	56	56	56	52	62	38	57	51
<b>2021 Component Score</b>	53	49	58	47	44	26	55	46

Looking at each grade-level and subject-area on last year's STAAR test, the scores fell into 3 categories: Approaches, Meets, and Masters. Students in the 'Approaches' category are likely to be successful in the next grade-level with targeted interventions in place, while students in the 'Meets' category have a high likelihood of success in the next grade, and the 'Masters' category indicates that students mastered the grade level expectation.

STAAR TESTS	Jennie Reid EI approaches/meets/masters	District approaches/meets/masters	State approaches/meets/masters
3 <sup>rd</sup> Math	91% / 52% / 20%	80% / 30% / 13%	61% / 30% / 14%
4 <sup>th</sup> Math	76% / 45% / 27%	72% / 47% / 27%	58% / 35% / 21%
5 <sup>th</sup> Math	95% / 71% / 28%	89% / 67% / 38%	69% / 43% / 24%
3 <sup>rd</sup> Reading	92% / 50% / 25%	80% / 44% / 20%	68% / 38% / 19%
4 <sup>th</sup> Reading	73% / 45% / 17%	75% / 43% / 20%	63% / 36% / 18%
5 <sup>th</sup> Reading	94% / 59% / 44%	86% / 62% / 41%	72% / 45% / 30%
5 <sup>th</sup> Science	85% / 47% / 13%	80% / 43% / 17%	61% / 30% / 12%
4 <sup>th</sup> Writing	66% / 25% / 6%	66% / 30% / 9%	53% / 26% / 8%

Overall, Jennie Reid scored higher in most grade levels and subjects in the approaches and meets categories than the district, and higher than the state in all grade levels and categories. Our percentage of 4<sup>th</sup> grade students at the approaches level in reading fell below the district average, but was still 10 percentage points above the state. In addition, our percentage of 4<sup>th</sup> grade students scoring approaches was the same as the district average, but was still 13 percentage points above the state. Our percentage of students scoring at the masters level were lower than our district percentages on half of the tests administered. This is an area of concern for us.

STAAR TESTS	2019/2021 APPROACHES	2019/2021 MEETS	2019/2021 MASTERS
3 <sup>rd</sup> Math	94% / 91%	47% / 52%	16% / 20%
4 <sup>th</sup> Math	86% / 76%	53% / 45%	29% / 27%
5 <sup>th</sup> Math	98% / 95%	65% / 71%	41% / 28%
3 <sup>rd</sup> Reading	83% / 92%	52% / 50%	23% / 25%
4 <sup>th</sup> Reading	87% / 73%	51% / 45%	17% / 17%
5 <sup>th</sup> Reading	95% / 94%	50% / 59%	26% / 44%
5 <sup>th</sup> Science	90% / 85%	60% / 47%	38% / 13%
4 <sup>th</sup> Writing	71% / 66%	39% / 25%	7% / 6%

Compared to our last STAAR test, given in 2019, the data indicates that our scores in most areas have decreased. While this was expected due to the interruption of learning, the

decrease in 4<sup>th</sup> grade math, reading, and writing is of great concern. It is important to note that these students took the STAAR test for the first time in 2021. Math scores fell about 10 percentage points in approaches, and 9 percentage points in meets. Reading scores fell 14 percentage points in approaches and 6 percentage points in meets. Writing scores fell 5 percentage points in approaches and 14 percentage points in meets. All 4<sup>th</sup> grade masters percentages resulted in a 2% or less deficit.

Our reading scores in 3<sup>rd</sup> grade approaches increased by 10 percentage points, to 92%. Also of interest to note, is that our 5<sup>th</sup> grade reading meets and masters were 9% and 18% higher, respectively. While our 5<sup>th</sup> grade science scores decreased only 5% at the approaches level, we experienced significant drops at the meets and masters levels, at 13% and 25% respectively.

## MATH

Math scores for the last three STAAR administrations in 3<sup>rd</sup> grade reveal growth from 92% approaches in 2018 to 94% approaches in 2019, then a dip in 2021 to 91% approaches. Our 4<sup>th</sup> graders in 2018 were at 95% approaches, then decreased to 86% approaches in 2019, then declined further to 76% approaches in 2021. In 2018, our 5<sup>th</sup> graders were at 97% approaches, increased to 98% approaches in 2019, then saw a decrease to 95% approaches in 2021.

Math	2018	2019	2020	2021
3rd	92%	94%	Test not given	91%
4th	95%	86%		76%
5th	97%	98%		95%

	3 <sup>rd</sup> Grade Math			4 <sup>th</sup> Grade Math			5 <sup>th</sup> Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	91%	52%	20%	76%	45%	27%	95%	71%	28%
Male	94%	56%	22%	67%	47%	23%	95%	63%	21%
Female	88%	47%	19%	83%	44%	31%	94%	81%	36%
Hispanic	90%	52%	14%	71%	35%	19%	100%	78%	24%
White	92%	54%	26%	85%	58%	31%	91%	63%	34%
Eco Dis	87%	52%	26%	72%	38%	19%	94%	58%	22%
SpEd	100%	29%	0%	45%	36%	18%	86%	14%	0%
GT	100%	100%	50%	100%	70%	60%	100%	100%	100%

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

- Fourth and fifth grade MATH scores have declined for the last 3 STAAR administrations.
- Students in 4<sup>th</sup> grade, in all sub-populations, scored much lower than the sub populations in 3<sup>rd</sup> and 5<sup>th</sup> grades.
- Fourth grade MATH STAAR scores have seen a marked decrease of almost 20 percentage points in the last 4 years.
- Our Special Education (SpEd) students scored significantly lower than all students on the 4<sup>th</sup> grade MATH STAAR test.

## READING

Reading scores for the last three STAAR administrations reveal a dip in 3<sup>rd</sup> grade reading approaches scores from 92% in 2018 to 83% in 2019, then a return to 92% in 2021.

Fourth grade reading approaches scores started at 80% in 2018, then increased to 87% in 2019, only to see a decline to 73% in 2021. On top of switches between in-person and virtual instruction, the 4<sup>th</sup> graders in 2021 took the STAAR test for the first time that year. Our 5<sup>th</sup> graders started at 89% approaches in 2018, showed an increase to 95% approaches in 2019, then took a slight dip to 94% approaches in 2021.

Reading	2018	2019	2020	2021
3rd	92%	83%	Test not given	92%
4th	80%	87%		73%
5th	89%	95%		94%

	3 <sup>rd</sup> Grade Reading			4 <sup>th</sup> Grade Reading			5 <sup>th</sup> Grade Reading		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	92%	50%	25%	73%	45%	17%	94%	59%	44%
Male	84%	41%	19%	67%	47%	13%	93%	51%	37%
Female	100%	59%	31%	78%	44%	19%	94%	69%	53%
Hispanic	95%	43%	10%	58%	35%	16%	100%	54%	35%
White	90%	54%	33%	85%	62%	15%	89%	66%	54%
Eco Dis	87%	48%	26%	72%	38%	19%	94%	56%	33%
SpEd	57%	29%	14%	45%	27%	18%	71%	29%	29%
GT	100%	80%	50%	100%	100%	60%	100%	100%	100%

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

- Our Special Education (SpEd) scores are well below all students in all grade-levels.
- Our 4<sup>th</sup> grade reading scores for all student score levels (approaches, meets, masters) were below 3<sup>rd</sup> and 5<sup>th</sup> grades; our male students in 3<sup>rd</sup> and 4<sup>th</sup> grades scored significantly lower than our female students.
- All of our gifted and talented students score at least at the meets level, except 3<sup>rd</sup> grade, where 80% scored at the meets level; 100% of our GT students mastered the 5<sup>th</sup> grade reading test.

## WRITING

Writing	2018	2019	2020	2021
4th	68%	71%	Test not given	66%

	<b>4<sup>th</sup> Grade Writing</b>		
	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>All Students</b>	66%	25%	6%
<b>Male</b>	55%	13%	3%
<b>Female</b>	75%	36%	8%
<b>Hispanic</b>	58%	23%	10%
<b>White</b>	67%	22%	0%
<b>Eco Dis</b>	64%	18%	3%
<b>SpEd</b>	18%	0%	0%
<b>GT</b>	90%	60%	40%

An analysis of scores for each student group in 4<sup>th</sup> grade WRITING revealed the following:

- Our WRITING STAAR scores increased from 2018 to 2019, then dipped to 66% approaches, indicating a learning loss during the year that the test was not administered.
- When comparing the STAAR scores with classroom observations and grades, we found that some students who had average performance in the classroom, performed below-level on the STAAR, thus indicating a difference in instructional rigor and the assessment.
- Our male students perform significantly lower in writing than our female students.
- Our Special Education (SpEd) students show serious deficits in writing, with only 18% approaching grade-level expectations.

Beginning in the 2021-2022 school year, there will no longer be a stand-alone writing test administered in 4<sup>th</sup> grade. The students' writing skills will be field tested, and then integrated with the reading STAAR tests.

## SCIENCE

<b>Science</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>4th</b>	91%	90%	Test not given	86%

	<b>5<sup>th</sup> Grade Science</b>		
	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>All Students</b>	85%	47%	13%
<b>Male</b>	91%	44%	7%
<b>Female</b>	78%	50%	19%
<b>Hispanic</b>	84%	41%	8%
<b>White</b>	88%	62%	21%
<b>Eco Dis</b>	78%	42%	8%
<b>SpEd</b>	50%	25%	0%
<b>GT</b>	100%	82%	45%

An analysis of scores for each student group in 5<sup>th</sup> grade SCIENCE revealed the following:

- Our science scores decreased 4 percentage points from 2019-2021.
- Data shows that female and economically disadvantaged (Eco Dis) students performed significantly below all students at the approaches level on the SCIENCE STAAR test.
- While female students performed lower than male students at the approaches level, they scored higher than male students at the meets and masters levels.
- Special Education (SpEd) student scores are significantly lower than students at all scoring levels, with 0% scoring at the masters level.

Jennie Reid Elementary needs to continue to ensure that our students are given the character and skills development to afford them the opportunity to be college bound if they so choose to attend. Our goal is to have at least 90% of all students (3<sup>rd</sup>-5<sup>th</sup>) and student subgroups (Economically Disadvantaged, Hispanic, African American, and White) meet standards on state mandated assessments (STAAR). In regards to STAAR advanced level performance, the campus goal is to have at least 40% perform on advanced level in reading and mathematics for ALL students. Based on review of the data, the instructional process must continue to increase the rigor of instruction and provide targeted intervention to specific groups, as seen in the data.

Effective research-based tutorials and interventions will be provided to those students who failed a STAAR test last year, as directed by our Accelerated Learning Committee. Each student who failed the math STAAR test, reading STAAR test, or writing star test in 2021 will receive 30 hours of specific TEKS-aligned instruction, grounded in effective instructional strategies and materials per subject (math and/or ELAAR) throughout the school year. Continuous staff development is needed in the area of critical thinking, higher-level thinking, vocabulary instruction, problem solving, and differentiation. Jennie Reid Elementary needs to continue to improve in student tutorials and interventions for struggling students in at-risk and economically disadvantaged subgroups. Title I funding is needed to support our accelerated learning and interventions.

The following table show's Jennie Reid's Reading and Math MAP scores from Winter and Spring 2020-2021 (1<sup>st</sup>-5<sup>th</sup> grades).

	MAP Reading		MAP Math	
	Winter	Spring	Winter	Spring
1 <sup>st</sup> grade	52.4%	59.3%	46.3%	56.3%
2 <sup>nd</sup> grade	54.8%	55.2%	46.1%	47.2%
3 <sup>rd</sup> grade	65.2%	65.8%	68.8%	65.7%
4 <sup>th</sup> grade	51.6%	54.4%	53.6%	53.5%
5 <sup>th</sup> grade	56.2%	59.8%	57.9%	55.7%

The MAP (1st-5<sup>th</sup>) reading and math assessment analysis of scores for the 2020 - 2021 school year reveals the following:

- 1<sup>st</sup> grade Winter to Spring MAP data shows a 7 percentage point increase in reading, and a 10 percentage point increase in math.
- The data remains relatively stable from Winter to Spring in 2<sup>nd</sup>-5<sup>th</sup> grades reading and math, with the exception of 3<sup>rd</sup> grade math, which revealed a 3 percentage point decrease, and 4<sup>th</sup> and 5<sup>th</sup> grade reading which both revealed a 3 percentage point increase.
- Our 3<sup>rd</sup> grade math and reading scores were significantly higher than any other grade-levels.

The following table shows Jennie Reid's EOY BAS scores (K – 2nd).

	Kindergarten			First			Second		
	Above	On	Below	Above	On	Below	Above	On	Below
2018-2019	11%	36%	53%	25%	30%	45%	47%	20%	33%
2020-2021	35%	16%	49%	50%	11%	39%	34%	36%	30%

The BAS K-2 reading assessment analysis of scores for the 2020 - 2021 school year reveals the following:

- The first graders that were Kindergartners during the pandemic spring that went to virtual in March 19-20 school and then did not return until October 20-21 for face to face have the lowest percentage of students on grade level. The Kinder and 2nd grade students percentages on grade level is roughly half of students. The percentage above level are promising and hopefully mirror the GT students in those grade levels. The new ESSER position (reading interventionist) will target and work with the students scoring below level.

The following table shows Jennie Reid's 2020-2021 Wave 3 data for the Texas Kindergarten Entry Assessment:

Measure	On Track	Monitor	Support
Vocabulary: Overall Measure	82%	5%	13%
Letter Names	100%	0%	0%
Spelling: Overall Measure	80%	11%	8%
Letter Sounds: Overall Measure	77%	11%	11%
Syllabication	56%	0%	44%
Blending: Overall Measure	82%	3%	15%
Decoding: Overall Measure	66%	10%	24%
Listening Comprehension: Overall Measure	79%	2%	19%
Math: Overall Measure	81%	8%	11%
Science: Overall Measure	97%	3%	0%
Social Emotional Competence	89%	3%	8%

This data is being used as a baseline for future comparison, an initial analysis of the 2021 Wave 3 Texas Kindergarten Entry Assessment reveals the following:

- Our students know their letters names, but struggle to remember the sounds they make.
- Syllabication is an area of concern, as 44% of our students require support in this area.
- Decoding is an area of concern, since 24% of our kindergarten students are going to 1<sup>st</sup> grade needing support in this area.

The following table Jennie Reid's 2020-2021 Wave 3 data for TPRI (1<sup>st</sup> Grade)

Measure	Developed	Still Developing
SCr-4 Word Reading	86%	14%
Blending Word Parts	96%	4%

Measure	Developed	Still Developing
Blending Phonemes	96%	4%
Deleting Initial Sounds	88%	12%
Deleting Final Sounds	89%	11%
Initial Consonant Substitution	100%	0%
Final Consonant Substitution	98%	2%
Middle Vowel Substitution	98%	2%
Initial Blending Substitution	94%	6%
Blends in Final Position	92%	8%
Word Reading 1	91%	9%
Word Reading 2	98%	2%
Word Reading 3	91%	9%
Word Reading 4	91%	9%
Fluency – Bananas	70%	30%
Accuracy – Bananas	97%	3%
Fluency – The School Fair	69%	31%
Accuracy Level – The School Fair	92%	8%

**Although this data is being used as a baseline for future comparison, an initial analysis of the 2021 Wave 3 data for TPRI (1<sup>st</sup> Grade) reveals the following:**

- Our students have a solid understanding of initial consonant substitutions, but require support with deleting final sounds.
- Many of our students read slowly and accurately; however, they need to practice reading fluently, which will help with comprehension.

#### **Student Academic Achievement Needs:**

- Our Special Education students are performing below the All Students group in all grade-levels in reading and in 4<sup>th</sup> grade math.
- According to STAAR data, our 4<sup>th</sup> and 5<sup>th</sup> grade math scores continue to decline each year.
- Our fourth grade students show large deficits in reading and math, compared to approaches levels in 2019.
- According to BAS data, the number of students ending the year below grade level exceeds 30 percent in all grade-levels (K-2<sup>nd</sup>).
- According to TXKEA data, syllabication and decoding are areas of concern for our kindergarten students.
- According to TPRI data, our first grade students show the largest deficits in word reading and fluency.

#### **Student Learning Strengths**

**Jennie Reid Elementary has several student academic achievement strengths, which include:**

- Our white student group met the federal targets for Academic Achievement in reading and math, as well as the Student Success Component Target, removing us from the Additional Targeted Support list.
- One hundred percent of our GT students scored at the Masters level on both the reading and math 5<sup>th</sup> grade STAAR tests.
- Our students scored higher than the district and state on all STAAR tests, with the exception of 4<sup>th</sup> grade reading and writing.

- Our 3<sup>rd</sup> grade cohort, who are now 4<sup>th</sup> graders, scored well above other grade-level average percentages on both the math and reading MAP assessments in 2020-2021.
- The percentage of our kindergarten, first, and second grade students leaving grade level below level has decreased each year since 2018-2019, the first year we switched from DRA to BAS reading assessment.
- According to our TPRI data, 100% of our first graders scored developed in Initial Consonant Substitution, while 98% scored developed in final consonant substitution and middle vowel substitution.

# School Processes & Programs

## School Processes & Programs Summary

The campus at Jennie Reid has an administration team composed of the principal, assistant principal, and counselor. Kindergarten and 1st grade teachers are self-contained, while 2nd-5th are departmentalized. Our paraprofessionals consistently support our morning, lunch, and afternoon duties. Grade levels have a common planning time every day for planning and discussion of student data. The campus PLCs are held bi-weekly and are 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 to discussing curriculum and instructional strategies that need to be supported and evaluated. The RTI process is used for collaboration with administration and colleagues to support the needs of struggling students. Data is consistently reviewed at PLCs, RTIs, vertical team meetings and CPOC. This allows us to make decisions about needed professional development plans. Grade level chairs serve as the lead people on each grade level who pull the data together, meet weekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to AWARE data reports and TEKS Resource System curriculum.

This year, our district has added an Executive Director of Teaching and Learning, along with an additional math Coach, as well as a K-2 reading Coach, and a 3rd-5th reading Coach. These coaches support campus instruction, as well as provide curriculum calendars and resources for our teachers. In addition, we have implemented shared schedules across some schools in our district. Four elementary schools follow one schedule, while three schools follow a different schedule. This allows our instructional coaches to meet with same grade-level teachers across multiple campuses at the same time, via TEAMS, for planning purposes.

We strive to keep a consistent tutoring schedule, with the same tutor, who already knows the students and staff. New student information is tracked to identify immediate needs. The master schedule supports student management needs, while instructional time needs to be protected and class interruptions need to be minimal. MTSS/RTI is embedded in the master calendar at the beginning of each year, in 6 week increments. PLCs focus on instructional planning and data review/discussions. Student clubs, before or after school, support enrichment of student interests, such as robotics and community involvement (Student Council).

The district curriculum, TEKS Resource System, is available to all teachers. Math TEKS Resource System is highly implemented by teachers with the support of the district math coaches and they see the vertical alignment strengths it provides on campus. The support of a math coach is valuable to the math instruction on campus and improvement of student learning. Teachers are aware of campus vertical needs/“hot spots” and are included in all STAAR trainings to support the readiness and supporting standards across grade levels. Teachers have access to HMH Reading curriculum and use it as a resource for teaching reading. They refer to TEKS Resource System and the calendars provided by our Coaches to guide their planning. They also have a leveled literacy library and a science materials room available. PLCs and after school professional development allow teachers an opportunity to learn more about readiness standards and the vertical impact. In addition, PLCs throughout the year allow teachers an opportunity to look at their student data, set SMART goals, and make action plans that support the students’ needs. Teachers are provided the opportunity to visit other classrooms and reflect on their current practices.

We have three interventionists on our campus. One interventionist focuses on our beginning readers in kindergarten and 1st grades. We also have an interventionist that is trained in dyslexia intervention and focuses on reading with our 2nd and 3rd grade students. Our third interventionist focuses on math with our 3rd through fifth grade students; however, she also pulls students in need of extra practice in reading. Our certified tutor, who comes 4 days a week for several weeks throughout the year, focuses on reading with our 3rd-5th graders as well. Teachers are offered the opportunity to tutor after school; however, many feel that the paperwork involved and amount of pay does not make it appealing enough to give up their time.

Although materials are readily available, funding is needed to continue to support science and literacy materials. Maintaining library inventory and technology inventory continues to be a challenge. More creative opportunities are needed to allow for students to interact with technology. There is a need to increase the availability of cutting-edge technology on campus to increase student engagement. In 2017, we purchased 30 iPads, which were distributed among our K-2 classroom. We purchased an additional 10 iPads in 2019, and 20 iPads in 2020. In addition, the district purchased 44 iPads for our campus in 2020. This has allowed us to distribute 5 iPads to each classroom teacher.

As for building updates, there is a need for new conference room furniture in our data room. The furniture that is currently in the room is at least 15 years old, if not older. Many of the chairs are scratched up, broken, and/or the cushions are coming loose. Furthermore, our building has a need for new teacher desks, as many have been removed from classrooms because they became unsafe after being moved in order to clean carpets. Some teachers are using tables instead of desks. In addition to updating the student and staff

restrooms, our nurses' office lacks functionality, due to the limited space available. There are not separate rooms, where sick children can be separated from children coming to the clinic for medicine or minor injuries. Our front office needs security updates in order to allow button access to the office and swipe-card access into the building, from the office.

### **School Process and Programs Needs:**

- Provide curriculum guides/calendars for all core subjects, for each grade levels, to ensure that teachers move through the required curriculum in a timely, organized, and efficient manner.
- As we use the materials in our science lab and storage closet, we need a system to inventory and replace them, so they are available as needed for STEM activities across all grade levels.
- Professional development and resources necessary to provide required accelerated instruction to struggling students are needed.
- A conference room table and chairs are needed in order to create a safe and functional meeting place for data discussions.

### **School Processes & Programs Strengths**

Jennie Reid has multiple strengths in the area of school processes and programs, to include:

- PLCs are used to analyze and review CBA, BAS, MAP, Benchmark, and other assessment data in order to address the needs of all students.
- Using checkpoint data in 2<sup>nd</sup>-5<sup>th</sup> grades, teachers are able to discover and address their deepest holes and identify needed areas of remediation, then adjust their instruction as necessary.
- By gathering a large collection of various math manipulatives from throughout the building into one area, they are readily available to all teachers who may need access to them.
- The literacy library is well organized and stocked with sets of books for use in guided reading groups, or to send home in reading folders.
- Our technology integration lab is available for scheduling as needed, in addition to every classroom being assigned 5 laptops and 5 Ipads, making our student device ratio about two to one.

# Perceptions

## Perceptions Summary

One of the core beliefs of Jennie Reid Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. New teachers and families come into our school with various school experiences. Due to constant change, we have to work hard to maintain a culture of high expectations for student learning. Jennie Reid wants to narrow the performance gap among all student groups. When students walk in the door, they belong to us. We believe all kids matter and we value diversity. Our counselor is making great strides to focus on character education and guidance counseling with our students.

We want our campus to appear clean and well-kept. Safety is also a priority at Jennie Reid. We try to be COVID conscious, by socially distancing as much as possible, sanitizing, and reminding staff and students to pre-screen before reporting to school each morning.

Most of our desks and furniture have been moved about in our building or other buildings for many years; however, we do our best to make it look nice, as the environment of the school plays a serious role in the culture and climate. We were able to order new chairs and desks this year; however, they are not due to arrive until December and March. We have some new custodians who really take pride in their work and keep our building looking and smelling good!

Jennie Reid also places a priority on creating a family and community friendly school environment. We know communication is a key way to engage parents and the community. In addition to the monthly newsletters sent home and school events posted on the marquee, Jennie Reid Elementary extends communication by offering a variety of parental involvement activities such as Open House, Family Literacy Night, Family Math and STEM Night, and Get Off the Couch Night. We are working hard to increase our social media footprint and "tell our story." We have formed a Social Media Committee this year, who will help us share images from across our building. We take pride in the fact that parents consistently report that our office staff is professional and very parent-friendly.

Our 2020-2021 CPOC Committee discussed ways to garner parent participation in the parent survey this year. We will advertise that we will draw for a prize from the names of parents who complete the survey. More participation will give us a better picture of parental perceptions of our campus.

We sent out a 17-question survey to parents at the end of last year. A total of 114 parents completed our survey. About 95% of parents reported that their child likes going to school each day and 96% reported that their child feels safe and happy at school. About 96% of parents feel that Jennie Reid has their child's best interest at heart and are treated fairly/equitably. About 31% of parents are unsure if the school allows bullying and takes immediate action. About 88% of parents think that the school is a clean and healthy environment for my child. About 97% of parents reported that they felt like the amount of homework their child brought home was reasonable, they were comfortable contacting their child's teachers and school personnel, and they would recommend Jennie Reid to others. While 89% of parents thought their child's teacher kept them up to date on their child's progress and agreed that they encouraged parent input, only 80% felt that Jennie Reid encourages parent involvement. About 94% of parents reported that we do a good job communicating with parents, and most parents reportedly liked automated phone calls, emails, and Remind best as modes of communication. There were some very positive comments about our teachers and staff, and some concerns about rescheduling school events (ie. Field Day).

## Perception Needs:

- Educate our parents on how we identify and respond to bullying due to 31% of parents are unsure if, or think we do not respond to bullying appropriately.
- Plan, organize, and advertise parent engagement activities, as 20% of parents reported that they are unsure of, or do not believe that we encourage parent engagement.
- Offer additional opportunities for students to participate in, outside of the school day, such as clubs (ie. Robotics), organizations (ie. Student Council), and activities (ie. family nights, book fairs).

## Perceptions Strengths

Jennie Reid has several perceived strengths, to include:

- Stakeholders report that Jennie Reid is a family-friendly school in a supportive community
- Our parent survey showed that 100% of parents surveyed report that they think Jennie Reid has a positive learning environment & they respect their child's teacher.
- Our parent survey disclosed that 91% of parents report they think their child feels safe at school and that Jennie Reid meets their child's academic needs.
- Stakeholders report that they like being at our school and that staff members care about them.

# 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 Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** Increase STAAR reading and math scores to 90% approaches, 70% meets, and 40% masters across all STAAR grade-levels.

**Evaluation Data Sources:** (F) PLC agenda and minutes; walkthroughs; Powerwalks; lessons plans  
(S) STAAR results and EOY assessments; T-TESS summative

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide before, during, and/or after-school tutorials &amp; intervention for students who have previously failed or are at risk of failing the reading and/or math STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Funds for tutorials during the day - 211 Title I, Part A - \$6,845, Funds for tutorials before school and after school - 211 Title I, Part A - \$1,991, Funds for ESSR Interventionist - 282 ARP ESSER III - \$70,746</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize instructional materials, including manipulatives, books, and technology devices, specifically designed to ensure that all student populations (GT, EB, SpEd) may access learning in a way that best serves their needs.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be able to access learning at all levels.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Materials - 263 Title III, LEP - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
<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 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 2:** Increase average MAP percentages by five percentage points, in both reading and math, across grade-levels 1st (math only), and 2nd -5th math and reading.

**Evaluation Data Sources:** (F) tutoring lists; goal sheets; interventionist schedules; progress monitoring  
 (S) Beginning and end of year MAP assessment scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Tier III interventions, through the use of Interventionists or tutors, to students who are struggling in reading and math, in order to close the gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance in students receiving Tier III tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math -</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Interventionist - 211 Title I, Part A - \$32,891</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct biweekly PLCs with a focus on student data discussions in order to identify, intervene, and monitor specific students who show academic need, based on Curriculum Based Assessments in core subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of ongoing, just in time intervention, students will make or exceed expected growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math -</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 3:** To increase performance of all students on BAS in grades K-2, to a goal of 85% reading on grade-level or above.

**Evaluation Data Sources:** (F) Lessons plans; grade level planning minutes; PLC agendas, schedules, walkthrough documentation  
(S) BOY and EOY BAS scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct biweekly PLCs to discuss and document student growth, areas of concern, and interventions in place, and change or add interventions as needed, based on TXKEA, TRPRI, and BAS data.</p> <p><b>Strategy's Expected Result/Impact:</b> Through successful intervention and monitoring, students will meet or exceed expected growth on BAS by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build students' phonemic awareness through explicit phonics instruction, using instructional materials such as Fountas and Pinnell, HMH, and other phonics-based instructional materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase phonemic awareness on TX KEA and TPRI</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Provide a safe, secure and disciplined learning environment for all students.

**Performance Objective 1:** Decrease discipline referrals by 10%, by promoting safety and good character, having Restorative Circles, and providing regularly scheduled Character Education lessons to all students.

**Evaluation Data Sources:** (F) ESchool discipline reports; Student of the month rosters  
(S) Discipline Reports, staff/parent/teacher survey; Restorative Circle Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote a safe learning environment by having Restorative Circles and providing character education via Character Strong curriculum, at least once per month for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student discipline referrals will decrease as the number of Restorative Circles increase.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognize positive character traits and good work habits in students and staff through the use of a variety of recognition methods, including: ICU Cards, Goal Bell Ringing, the Make Someone Smile bulletin board, morning announcements, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will respond to praise and recognition by continuing to work hard at good character and work habits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Provide a safe, secure and disciplined learning environment for all students.

**Performance Objective 2:** Increase student awareness of COVID 19 and promote personal safety.

**Evaluation Data Sources:** (F) COVID-19 mitigation efforts  
(S) Student surveys, observations, sanitizing supply replenishment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide personal protective equipment and safety protocols for students and staff to mitigate COVID-19.  <b>Strategy's Expected Result/Impact:</b> Students will gain knowledge of personal safety and ways to mitigate COVID-19.  <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train students and staff and on the SRP protocols and the use of Navigate 360 to perform monthly or semester drills, as required.  <b>Strategy's Expected Result/Impact:</b> All school personnel and students will remain safe in emergency situations, should they occur during the school day.  <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for students to earn an attendance incentive or prize for having perfect attendance each 9 weeks.  <b>Strategy's Expected Result/Impact:</b> Students will come to school every day.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Attract, develop and retain excellent staff.

**Performance Objective 1:** Provide professional growth resources and training to all teachers through vertical team meetings and PLCs, throughout the year.

**Evaluation Data Sources:** (F) Minutes and sign-in sheets; certificates; walkthroughs  
 (S) T-TESS summary; student BAS, TX KEA, TPRI and STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At least 10% or 4 faculty members will present a professional development training or lead a vertical team meeting with our faculty throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their professional knowledge by participating in shared professional development ideas and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a minimum of 3 opportunities for professional development in the area of Special Education and mental health, (including Behavior and Inclusion) to faculty members.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify and understand the best instructional/behavioral strategies to use with special populations.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Resource Teacher BSP Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Attract, develop and retain excellent staff.

**Performance Objective 2:** Foster staff morale that promotes positivity, collaboration, and continued professional learning.

**Evaluation Data Sources:** End of year Staff Survey Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for staff to participate in a Book Study with the book Energy Bus which provides 10 rules to fuel your life, work, and team with positive energy!</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will be reminded of the positives about their chosen career.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Teacher Leader</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for recognition of hard work, including notes of appreciation, holiday scavenger hunts, jeans day passes, and treats in the data room to show appreciation of staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Build morale among staff members</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** Encourage parent and involvement by at least 30% of our parents, by providing various family engagement opportunities throughout the year.

**Evaluation Data Sources:** (F) Assembly agendas, sign in sheets  
(S) Total parent participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase family engagement and parental involvement, to include establishing a new PTO Board, and through PTO involvement in things such as fund raisers, spirit shirts/nights, and Supper with Santa.  <b>Strategy's Expected Result/Impact:</b> Parents will feel more connected and welcome in our school.  <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host parental/community involvement activities, such as:            * Title I Open House            *Veteran's Day Program            *Family Literacy Night            *STEM Night            *Get Off The Couch Night            *GT and Art Expo Night            Provide hands-on, make-and-take, real world activities.  <b>Strategy's Expected Result/Impact:</b> At least 30% of our student's family members will participate in parental involvement activities.  <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide at least 2 opportunities throughout the school year for school-wide parent/teacher conferences.  <b>Strategy's Expected Result/Impact:</b> Parents will be apprised of student strengths/weaknesses, and gain awareness of how to work with their child to help.  <b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Increase parent communication by providing a Remind account for parents, and sending at least 10 School Messenger messages throughout the year. Planners, call-outs, and flyers will also be used for additional communication with parents. All correspondence will be provided in English and Spanish.

**Evaluation Data Sources:** (F) Remind & School Messenger reports, website visit count  
(S) Survey parents on use and satisfaction

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize technology, such as Remind, School Messenger, and school website to increase parent participation.  <b>Strategy's Expected Result/Impact:</b> Communication with parents will be increased.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A qualified translator will translate all newsletters and flyers that are sent home.  <b>Strategy's Expected Result/Impact:</b> Parents of our EL students will attend school events and activities.  <b>Staff Responsible for Monitoring:</b> Assistant Principal                      Secretary  <b>Title I Schoolwide Elements:</b> 2.6, 3.1  <b>Funding Sources:</b> Translation of Newsletters &amp; Flyers - 211 Title I, Part A - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase our school's social media footprint by encouraging teachers to Tweet about great things happening in their classrooms and on their grade-levels via the Social Media Committee.  <b>Strategy's Expected Result/Impact:</b> Parents get to see and know about more activities taking place in their child's school.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Social Media Committee members  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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:** Ensure and demonstrate efficient and effective use of district resources.

**Performance Objective 1:** Increase student engagement and success through the consistent integration of technology applications on a consistent basis.

**Evaluation Data Sources:** (F) Walkthroughs  
(S) T-TESS; teacher survey; application reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize campus staff, district instructional technologists, and bi-monthly Technology Tips to provide professional development in the use of technology applications to track student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Student engagement will be increased through the use of technology in classrooms, and teachers will utilize data from technology applications to drive instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize instructional technology applications, such as but not limited to, BrainPop, Study Island, and Reading Eggs, to engage students in learning in core areas, and gather data in order to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student engagement will be increased through the use of technology applications, and teachers will utilize the data applications to drive instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Technology Applications - 211 Title I, Part A - \$2,655</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Utilize district math, reading, and science coaches to support instructional programs on campus to increase math, reading, and science scores to meet the 90/70/40 goal, for approaches, meets, and masters STAAR levels.

**Evaluation Data Sources:** (F) Minutes provided by coaches  
(S) T-TESS, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district math and reading coaches will support instructional programs on campus by planning with and/or observing our math and reading teachers at least 5 times throughout the year to discuss instructional strategies, as evidenced by follow-up emails.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will score at the 90/70/40 level on STAAR in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Wenckens	Interventionist	Title I	.3950

# Campus Funding Summary

<b>211 Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for tutorials during the day		\$6,845.00
1	1	1	Funds for tutorials before school and after school		\$1,991.00
1	2	1	Interventionist		\$32,891.00
4	2	2	Translation of Newsletters & Flyers		\$500.00
5	1	2	Technology Applications		\$2,655.00
<b>Sub-Total</b>					<b>\$44,882.00</b>
<b>263 Title III, LEP</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials		\$500.00
<b>Sub-Total</b>					<b>\$500.00</b>
<b>282 ARP ESSER III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for ESSR Interventionist		\$70,746.00
<b>Sub-Total</b>					<b>\$70,746.00</b>
<b>Grand Total</b>					<b>\$116,128.00</b>