

La Porte Independent School District
Jennie Reid Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: B



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.

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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.

Table of Contents

- Comprehensive Needs Assessment 5
 - Demographics 5
 - Student Learning 6
 - School Processes & Programs 14
 - Perceptions 16
- Comprehensive Needs Assessment Data Documentation 19
- Goals 21
 - Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities. 22
 - Goal 2: Provide a safe, secure and disciplined learning environment for all students. 25
 - Goal 3: Attract, develop and retain excellent staff. 27
 - Goal 4: Promote family engagement and active involvement of the community in the education of our students. 29
 - Goal 5: Ensure and demonstrate efficient and effective use of district resources. 33
- Title I Personnel 35
- Campus Funding Summary 36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jennie Reid Elementary is one of thirteen 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 approximately 385 students in grades kindergarten to fifth grade. Kindergarten and first grades are self-contained classes, whereas second grade has two teams of departmentalized classes. Third grade has one teacher who is self-contained, two departmentalized teacher who team together. Fourth and fifth grades each have three departmentalized classes. Fourth grade has a reading and language arts teacher, a math teacher, and a science and social studies teacher. Fifth grade has a reading/language arts/social studies teacher, a math teacher, and a science teacher. Currently, we have 2 kindergarten, 4 first grade, 4 second grade, 3 third grade, 3 fourth grade, and 3 fifth grade class sections.

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. Currently, we have about 20 students from this neighborhood.

Our campus mobility rate is 14.9% and our average daily attendance rate for students is approximately 93%. This is the eleventh year for Jennie Reid to be identified as a Title I school-wide campus. Our Title I program 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 first through fifth grades. 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 56% of our students are economically disadvantaged, 9.1% receive Special Education services, 8% are Gifted and Talented, and 3.1% are Emergent Bilingual. The staff population is approximately 82.5% White, 5% African-American, 2.5% multi/other, 10% 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 9 new-to-our district teachers joining our campus, of which 5 are new to the teaching profession.

We have a newly-formed PTO Board, that was voted in at the end of the 2021-2022 school year. The board consists of 5 people who are often the only ones who volunteer to help within the school. They are all relatively new to these positions and require lots of guidance and suggestions. They are in the process of trying to grow the PTO and to include more parents who want to take an active role in the organization.

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, TEA school report cards, and stakeholder surveys. CPOC members reviewed the data to identify areas of strengths and needs noted herein.

Demographic Needs

- To increase attendance rates, which have dropped from 96% in 2019 to 95% in 2021, and now 93% in 2022.
- To increase our enrollment, which has seen a steady decline from 469 students in 2017 to 396 in 2021, and 385 in 2022, due to neighborhood children aging out of elementary.

- To provide family and student resources, as our percentage of economically disadvantaged students is 53.8%.
- To identify families in need, as applications for free/reduced lunches have decreased due to free meals being offered to everyone for the last few years.
- To provide high-quality instruction to ALL student groups.
- To train and support our new teachers in all areas of need, throughout the school year.
- To grow our parental involvement and PTO.

Demographics Strengths

Jennie Reid Elementary has several strengths, which include:

- Over half of our teachers have more than 10 years of teaching experience.
- Our attendance has increased this year, to just over 400 students.
- We have several area business partners that 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 helping to increase our enrollment.

Student Learning

Student Learning Summary

Jennie Reid Elementary received an 89 (B) in the Texas Education Agency’s 2022 STAAR accountability rating system. The overall rating is based on scores in student achievement (86), school progress (90), and closing the gaps (88) among various racial, ethnic and socioeconomic groups. In 2019, our white sub-population of students did not meet the Academic Achievement and Growth targets in reading for 3 years in a row, resulting in Jennie Reid Elementary being identified as a school in need of Additional Targeted Support. The STAAR test was not given in the 2019-2020 school year, due to the COVID 19 pandemic, when all students ended the school year learning virtually. Due to the COVID 19 pandemic, Jennie Reid Elementary was labeled Not Rated: Declared State of Disaster for the 2020-2021 school year. 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 resulting in our campus being removed from the list of schools in need of Additional Targeted Support. In 2022, our sub-populations met all targets in all areas, with the exception of our Hispanic students in math, in Closing the Gaps, and students who were non-continuously enrolled. The target for our Hispanic sub-pop was 40%, and we scored 39%. Our students who were non-continuously enrolled also missed the target in reading (39/42)and math (41/45).

	All	Hispanic	White	EcoDis	EB	Special Ed	Continuously Enrolled	Non-Continuously Enrolled
Reading Target	44%	37%	60%	33%	29%	19%	46%	42%
2019 % at Meets/Masters	52%	54%	52%	48%	80%	35%	54%	47%
2021 % at Meets/Masters	53%	44%	61%	45%	50%	19%	54%	48%
2022 % at Meets/Masters	60%	56%	65%	46%	0%	42%	66%	39%

	All	Hispanic	White	EcoDis	EB	Special Ed	Continuously Enrolled	Non-Continuously Enrolled
Math Target	46%	40%	59%	36%	40%	23%	47%	45%
2019 % at Meets/Masters	56%	54%	58%	49%	60%	39%	61%	43%
2021 % at Meets/Masters	59%	59%	59%	50%	50%	29%	59%	55%
2022 % at Meets/Masters	52%	39%	63%	38%	20%	38%	55%	41%

	All	Hispanic	White	EcoDis	EB	Special Ed	Continuously Enrolled	Non-Continuously Enrolled
Student Success Target Component Score	47	41	58	38	37	23	48	45
2019 Component Score	56	56	56	52	62	38	57	51
2021 Component Score	53	49	58	47	44	26	55	46
2022 Component Score	57	49	64	47	28	45	62	45

Looking at each grade-level and subject-area on the STAAR test, the scores fall 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
3rd Math	79% / 48% / 17%	82% / 51% / 23%	69% / 41% / 20%
4th Math	84% / 48% / 31%	81% / 47% / 25%	67% / 40% / 22%
5th Math	91% / 57% / 28%	90% / 60% / 31%	74% / 45% / 23%
3rd Reading	85% / 54% / 35%	87% / 59% / 33%	76% / 50% / 30%
4th Reading	89% / 58% / 33%	84% / 59% / 26%	76% / 53% / 28%
5th Reading	88% / 63% / 38%	88% / 63% / 38%	79% / 56% / 36%
5th Science	85% / 52% / 14%	78% / 47% / 22%	64% / 35% / 16%

Overall, Jennie Reid scored higher than the state in all grade levels and subjects except 3rd grade math masters and 5th grade science masters. While our campus scores are comparable to the district, most are lower, with most being within five percentage points of district average. An area of concern is our 3rd grade math scores, which dropped to 79% approaches, 48% meets, and 17% masters. While these percentages are above state, they are all below district averages. Our 5th grade science scores are notably 7 percentage points above district and 21 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	2019-2020			2020-2021			2021-2022		
	APPROACH	MEETS	MASTERS	APPROACH	MEETS	MASTERS	APPROACH	MEETS	MASTERS
3rd Math	94%	47%	16%	91%	52%	20%	79%	48%	17%
4th Math	86%	53%	29%	76%	45%	27%	84%	48%	31%
5th Math	98%	65%	41%	95%	71%	28%	91%	57%	28%
3rd Reading	83%	52%	23%	92%	50%	25%	85%	54%	35%
4th Reading	87%	51%	17%	73%	45%	17%	87%	58%	32%
5th Reading	95%	50%	26%	94%	59%	44%	88%	63%	38%
5th Science	90%	60%	38%	85%	47%	13%	85%	52%	22%
4th Writing	71%	39%	7%	66%	25%	6%	No	Test	Given

Compared to our 2021 STAAR test results, our 2022 STAAR test data indicates that our scores decreased in some areas, but increased in other areas. Our 3rd grade math scores fell about 12 percentage points in approaches, and 4 percentage points in meets. Our 4th grade math scores reveal growth across all levels, approaches, meets, and masters, from 2021. Our scores in 5th grade math also fell slightly, looking across from 2021 to 2022; however, looking at cohort groups allows a different picture. Our 4th graders from 2021 actually

grew from 76% approaches and 45% met, to 91% approaches, and 57% met. Our 3rd grade reading scores fell 7 percentage points in approaches and grew 4 percentage points in meets. Our 4th grade reading scores reveal growth across all levels, approaches, meets, and masters, from 2021. Our 5th grade reading STAAR scores reveal a 6% decrease in approaches and masters from 2021. A closer look reveals that the 5th grade cohort grew 15 percentage points in approaches, 17 percentage points in meets, and 21 percentage points in masters.

MATH

Math scores for the last four STAAR administrations in 3rd grade reveal growth from 92% approaches in 2018 to 94% approaches in 2019, a dip in 2021 to 91% approaches, and a further dip in 2022 to 79%. Our 4th graders in 2018 were at 95% approaches, then decreased to 86% approaches in 2019, declined further to 76% approaches in 2021, then increased to 84% in 2022. In 2018, our 5th graders were at 97% approaches, increased to 98% approaches in 2019, saw a decrease to 95% approaches in 2021, then dipped to 91% in 2022. A look at cohort groups reveals a 7% drop in students who moved from third to fourth grade, and a 15% increase in students who moved from 4th grade to fifth grade.

Math	2018	2019	2020	2021	2022
3 rd	92%	94%	Test	91%	79%
4 th	95%	86%	not given	76%	84%
5 th	97%	98%		95%	91%

	3 rd Grade Math			4 th Grade Math			5 th Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	79%	48%	17%	84%	48%	31%	91%	57%	28%
Male	78%	48%	13%	90%	58%	45%	84%	52%	23%
Female	80%	48%	20%	77%	35%	16%	97%	62%	32%
Hispanic	71%	38%	13%	76%	33%	24%	83%	41%	21%
White	89%	63%	26%	89%	56%	36%	96%	70%	30%
Eco Dis	66%	24%	10%	70%	37%	17%	88%	47%	18%
SpEd			0%	78%	33%	33%	83%	42%	17%
GT	100%	100%	33%	100%	92%	58%	100%	89%	67%

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

- Third grade math scores had been steadily falling, but took a dip in 2022, to 79%.
- While 13% more male students performed higher in approaches than females in 4th grade math, and 13% more female students performed higher in approaches than male students in 5th grade.
- Our white students, for which we were once deemed in need of targeted support, performed at some of the highest levels in all grade-levels.
- Our Hispanic students scored lower than almost all sub-pops, and missed the math target by 1%.
- Our economically disadvantaged sub-population scored lower than all sub-pops in 3rd and 4th grades.

READING

Reading scores for the last four STAAR administrations reveal a dip in 3rd grade reading approaches scores from 92% in 2018 to 83% in 2019, then a return to 92% in 2021, followed by another dip to 85% in 2022. 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, followed by an

increase to 85% in 2022. Our 5th 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, followed by a slight dip to 88% approaches in 2022. Looking at cohort groups of students who moved from 3rd grade to fourth grade this year, students fell 5 percentage points. Students who moved from fourth to fifth grade this year saw a 15% increase approaches percentage.

Reading	2018	2019	2020	2021	2022
3 rd	92%	83%	Test not given	92%	85%
4 th	80%	87%		73%	87%
5 th	89%	95%		94%	88%

	3 rd Grade Reading			4 th Grade Reading			5 th Grade Reading		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	85%	54%	35%	87%	58%	32%	88%	63%	38%
Male	78%	39%	30%	87%	55%	29%	84%	52%	26%
Female	92%	68%	40%	87%	61%	35%	91%	74%	50%
Hispanic	79%	54%	25%	76%	48%	14%	83%	59%	38%
White	95%	58%	53%	92%	64%	39%	89%	66%	54%
Eco Dis	76%	38%	21%	80%	47%	27%	89%	70%	37%
SpEd	--	--	--	89%	44%	11%	83%	42%	8%
GT	100%	83%	50%	100%	100%	83%	100%	100%	89%

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

- Our Special Education (SpEd) scores are have improved to 89% approaches in 4th grade, and 83% approaches in 5th grade.
- While males and females scored the same at the approaches level in 4th grade, 13% more female students scored higher in approaches than male students in 3rd grade reading, and 7% more females scored higher than males in 5th grade.
- Our white students, for which we were once named in need of Additional Targeted Support, scored higher than most sub-pops, at the approaches level in all grade-levels.

SCIENCE

Science	2018	2019	2020	2021	2022
5 th	91%	90%	Test not given	86%	85%

	5 th Grade Science		
	Approaches	Meets	Masters
All Students	85%	52%	22%
Male	77%	55%	19%
Female	91%	50%	24%

	5 th Grade Science		
	Approaches	Meets	Masters
Hispanic	76%	41%	14%
White	93%	59%	30%
Eco Dis	82%	38%	9%
SpEd	75%	50%	8%
GT	100%	100%	67%

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

- A lower percentage of our SpEd students scored at the approaches level than any other sub-pop.
- 14 percent more female students scored at the approaches level than male students.
- Our percentage of white students scoring approaches was higher than most other sub-pops.
- Fewer economically disadvantaged students scored at the masters level than any other sub-population, other than Special Education.

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 (3rd-5th) 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 ELAR) 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 shows Jennie Reid’s Reading and Math MAP scores from Winter and Spring 2021-2022 (1st-5th grades).

	MAP Reading Percentile			MAP Math Percentile		
	Fall	Winter	Spring	Fall	Winter	Spring
1 st grade	NA	62.46%	61.55%	54.32%	56.26%	61.29%
2 nd grade	52.83%	58.30%	60.01%	47.72%	50.32%	51.58%
3 rd grade	59.44%	59.49%	61.06%	51.11%	56.08%	57.54%
4 th grade	63.92%	61.85%	62.56%	64.13%	59.13%	63.41%
5 th grade	53.36%	51.49%	55.94%	55.81%	51.09%	53.09%

The MAP (1st-5th) reading and math assessment analysis of scores for the 2021 - 2022 school year reveals the following:

- 1st grade Winter to Spring MAP data shows a slight decrease reading, and a 5 percentage point increase in math.
- The data shows increases from Fall to Winter and Winter to Spring in 2nd and 3rd grades, in reading and math.
- Our 4th and 5th graders took a dip in reading and math in Winter, then increased in the Spring, though they did not return to the Fall percentages.

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%
2021-2022	32%	15%	53%	60%	18%	22%	51%	21%	28%

The BAS K-2 reading assessment analysis of scores for the 2021 - 2022 school year reveals the following:

- Our kindergarten students consistently finish the year with about 50% of students below a level, on a level C or lower.
- Despite starting every year with about 50% of student below level, our first grade students are leaving each year (for the last 3 years) with a higher percentage of students on or above level, at a level J or higher.
- Our second grade students consistently end the year with about 30% of students below level, on a level L or lower.

The following table shows Jennie Reid's 2021-2022 Wave 3 data for the Texas Kindergarten Entry Assessment (current 1st graders):

Measure	2020-2021			2021-2022		
	On Track	Monitor	Support	On Track	Monitor	Support
Vocabulary: Overall Measure	82%	5%	13%	76%	7%	16%
Letter Names	100%	0%	0%	75%	15%	10%
Spelling: Overall Measure	80%	11%	8%	79%	9%	12%
Listening Comprehension: Overall Measure	79%	2%	19%	78%	3%	19%
Decoding: Overall Measure	66%	10%	24%	74%	6%	21%
Letter Sounds: Overall Measure	77%	11%	11%	78%	3%	19%
Blending: Overall Measure	82%	3%	15%	79%	3%	18%
Math: Overall Measure	81%	8%	11%	66%	7%	26%
Science: Overall Measure	97%	3%	0%	100%	0%	0%
Social Emotional Competence	89%	3%	8%	91%	4%	4%

The 2021-2022 Wave 3 Texas Kindergarten Entry Assessment reveals the following about our current first graders:

- Approximately 25% of our students will left kindergarten without a solid knowledge of letter names.
- Decoding is an area of concern, as 21% of our students require support in this area.
- Our first grade students will need supports in math, as only 66% will start on-track.

The following table Jennie Reid's 2021-2022 Wave 3 data for TPRI (current 2nd graders)

Measure	2020-2021		2021-2022	
	Developed	Still Developing	Developed	Still Developing
SCr-4 Word Reading	86%	14%	90%	10%

	2020-2021		2021-2022	
Blending Word Parts	96%	4%	96%	4%
Blending Phonemes	96%	4%	96%	4%
Deleting Initial Sounds	88%	12%	97%	3%
Deleting Final Sounds	89%	11%	94%	6%
Initial Consonant Substitution	100%	0%	100%	0%
Final Consonant Substitution	98%	2%	100%	0%
Middle Vowel Substitution	98%	2%	99%	1%
Initial Blending Substitution	94%	6%	97%	3%
Blends in Final Position	92%	8%	97%	3%
Word Reading 1	91%	9%	96%	4%
Word Reading 2	98%	2%	92%	8%
Word Reading 3	91%	9%	95%	5%
Word Reading 4	91%	9%	98%	2%
Fluency – Bananas	70%	30%	79%	21%
Accuracy – Bananas	97%	3%	91%	9%
Fluency – The School Fair	69%	31%	67%	33%
Accuracy Level – The School Fair	92%	8%	93%	7%

Our 2021-2022 Wave 3 data for TPRI (current 2nd graders) reveals the following:

- Our second grade students have a good understanding of blending and phonemes, but need to practice with using these skills to read words.
- Many of our students read slowly and accurately; however, they need to practice reading fluently, which will help with comprehension.

Student Learning Needs:

- According to STAAR data, our 3rd grade math scores continue to decline each year.
- While our yearly grade-level STAAR scores appear to be falling, our student cohort groups are showing growth.
- Our Hispanic students missed the federal target for Closing the Gaps by one percentage point.
- According to BAS data, the number of students ending the year below grade level exceeds 50 percent in Kindergarten.
- According to TXKEA data, letter names and math are areas of concern for our current first grade students.
- According to TPRI data, our current second grade students show the largest deficits in fluency.

Student Learning Strengths

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

- 15% more of our student cohort group, who moved from 4th to 5th grade in the 2021-2022 school year, scored in the approaches category in math and reading on the STAAR.
- Our 2nd and 3rd grade students showed growth on MAP in reading and math from Fall to Winter, and from Winter to Spring.
- For the last 3 years, our 2nd and 3rd grade students finishing the year below level on BAS has decreased.

According to our TPRI data, 100% of our current 2nd graders scored developed in Initial and Final Consonant Substitution, and 99% scored developed in 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 which 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.

In 2021-2022, 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. This year, an additional district-level math coach and a STEM Coordinator was added, as we will offer a STEM academy on our campus.

We have coordinated with three other schools to implement a shared schedule across 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, chess club, Student Council, and Early Act.

The district curriculum, TEKS Resource System, is available to all teachers. TEKS Resource System is used by teachers with the support of the district math, reading and science coaches, allowing them to access the vertical alignment documents and other resources it provides across all subjects. The support of coaches has impacted Tier I instruction on campus and improvement of student learning. Teachers are aware of campus vertical needs and “hot spots” and are included in all STAAR trainings to support the priority standards across grade levels. Our ELAR 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.

We have three interventionists on our campus, with two mostly focusing on reading and a third focused on math. One interventionist focuses on our beginning readers in kindergarten and first grades. Our reading interventionists are trained in dyslexia intervention. 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 choose not to tutor until February or March.

Although materials are readily available, funding is needed to continue to support science and literacy materials. We are excited about receiving 9 laptop carts with 25 new laptops on each cart, for use in every 3rd-5th grade classroom. This one-to-one initiative will increase the availability of technology integration and 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 had allowed us to distribute 5 iPads to each classroom teacher. Our PTO purchased an additional 10 iPads in 2022. We find that students in lower grades are more familiar with the touch-screen devices, and it takes time to learn to manipulate with a mouse, a skill that must be taught.

School Process and Programs Needs:

- Incentives for teachers to tutor students beginning earlier in the school year.

- We will need training on STEM lessons and expectations for our new STEM academy.
- Professional development and resources necessary to provide accelerated instruction to struggling students are needed.
- STAAR 2.0 designed practice items are needed to expose students to the new format.

School Processes & Programs Strengths

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

- TEKS Resource will be updates with curriculum guides and calendars for all cores subjects.
- New and improved PLC protocols will enable deeper discussions of planning for tier I instruction and remediation, when necessary.
- 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 3rd-5th grade classroom being one-to-one, and lower grade classrooms being 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 recently had a doorbell camera installed outside our front doors, which requires visitors to request entry before being buzzed into the building. The addition of 15 additional cameras in and around our building will allow for better views of all aspects of our building.

Last year, we were able to purchase new desks and chairs for classrooms that wanted them (some grade-levels prefer tables). Due to inflation between the time we got the quote and when we were able to order, we were a bit short on funds to order what was needed. This year, we received additional funds to purchase needed chairs. The teachers and students were thrilled to have nice new furniture in our classrooms! 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, we also send home flyers, do callouts, utilize our PTO Facebook page and Twitter, and have a school-wide Remind. 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, which 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 last year. When we sent the survey out, we shared that we would draw for a prize from the names of parents who complete the survey and email the completion page to the Assistant Principal. We felt like more participation will give us a better picture of parental perceptions of our campus. We had about 20 people entered in the drawing for a \$50 gift card and 64 total responses to our parent survey, which was lower than the number of responses in 2021.

We sent out a 14-question survey to parents at the end of last year. A total of 64 parents completed our survey. About 97% of parents reported that they feel comfortable entering the building and 95% reported that their child likes going to school at Jennie Reid. About 81% of parents feel that their child is supported by the counselor, but the other 20% neither agree or disagree. About 30% of parents are unsure if the school provides appropriate responses to bullying. 97% of parents report being overall satisfied with Jennie Reid, while 89% think the administration does a good job of communicating. Most parents prefer callouts, email and Remind for communication. About 92% of parents reported feeling that the rigor of instruction is appropriate for their student and 91% feel that their child feels comfortable asking questions in class. While 97% of parents feel comfortable talking with their child's teacher about problems and/or progress, only 88% feel they receive continuous feedback about their student's learning. About 98% of parents who responded report that the teachers respond to them in an appropriate amount of time. Most of the comments at the end of the survey were about how wonderful our teachers are!

Our 3rd through 5th graders completed a student survey at the end of the year. The survey revealed that 83% of 3rd, 4th, and 5th graders felt they learned a lot

this year, while only 59% felt challenged. 81% of students reported that they understood the behavior expectations from their school, while 66% of the students reported that they felt like safe at school. It is important to note that this survey was conducted during the last week of school, which aligned to the tragedy in Uvalde. While 88% of students reported that their teachers encouraged them to do their best, and 67% reported that their teachers treated them fairly, only 69% felt like their teachers respected them.

Our stakeholders were asked about needed updates or improvements they would like to see at Jennie Reid. 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 or broken 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, nor is there space for a washer and dryer, which most school clinics have.

While several rooms received new carpet in 2014, the year a tornado lifted parts of our building roof causing flooding throughout many rooms in the building, there are about 6 rooms and the library that have not had the carpet replaced in many years. The classrooms where the old carpet is located are kindergarten and first grade rooms, where there are often spills and accidents. The carpets are stained and do not look clean, even after being cleaned.

Our stage curtains are quite old, though I am unsure how long they have been in the building. There is a large hole (8 in diameter) near the bottom of one curtain, which is in need of repair. With our cafeteria and stage area being a main gathering place for families during lunches, performances, and other events, the curtains need to be cleaned and repaired or replaced.

In an effort to get students loaded and unloaded as quickly as possible, we station five to six people along the drop-off/pick-up line in the back of the building. There is only enough room under the covered awning for about 3 loaders/unloaders, if giving cars the needed space to pull up. An awning extended to fit at least 2-3 more cars will allow us to load and unload students faster on rainy days.

Our library does not have a circulation desk. We have made do with a desk, table, and rolling cart; however, this is not conducive to keeping the library looking clean and organized. A circulation desk would allow students to have a designated place to drop books into a book return, keeping them separate from any books that may be on the desk for other reasons, such as needing repair or being checked out.

We have received many complaints about parents having to park down the street in the neighborhood for heavily attended events, such as the first day of school, Supper with Santa, and family literacy/STEM nights. In addition to our parking lot flooding during medium to heavy rain, we have a very limited number of spaces in our small parking lot. We are limited to one parking lot, in front of the school, whereas many schools have two to three areas for parking. When the staff is here, about half of the spaces are used. This only leaves a very limited number of parking spaces for visitors.

Perception Needs:

- Several items within the building (desks, tables, chairs, carpet, library circulation desk) need to be updated.
- The outside of our school needs more parking space and an extended covered awning.
- Response to bullying needs to be addressed with all stakeholders, as 30% of parents reported neither agree or disagree or they disagree that we respond appropriately to bullying.

Perceptions Strengths

Jennie Reid has several perceived strengths, to include:

- The addition of our doorbell and camera has greatly improved safety and security.
- Students and staff are reportedly happy about the purchase of new desks and chairs for our classrooms.
- Our parent survey showed that 97% of parents surveyed are overall satisfied with Jennie Reid.
- Overall, students feel that they are encouraged at Jennie Reid.

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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 rates of progress for each student group
- 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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

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 35% 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>Strategy 1: Provide before, during, and/or after-school tutorials & intervention for students who have previously failed or are at risk of failing the reading and/or math STAAR.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Teachers</p> <p>Funding Sources: Funds for tutorials during the day - 211 Title I, Part A - \$18,095, Funds for tutorials before school and after school - 211 Title I, Part A - \$5,000, Funds for ESSR Interventionist - 282 ARP ESSER III - \$70,746</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: All students will be able to access learning at all levels.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Materials - 263 Title III, LEP - \$500</p>	Formative			Summative
	Nov	Jan	Apr	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 our growth measure to 85 points on STAAR, based on both reading and math, across fourth and fifth grade.





Evaluation Data Sources: (F) tutoring lists; goal sheets; interventionist schedules; progress monitoring
(S) Beginning to end of year MAP RIT growth

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased academic performance in students receiving Tier III tutoring.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Interventionist - 211 Title I, Part A - \$40,600</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct biweekly PLCs with a focus on planning tier I instruction and student data discussions in order to identify, intervene, and monitor specific students who show academic need in core subjects.</p> <p>Strategy's Expected Result/Impact: Through the use of ongoing, just in time intervention, students will make or exceed expected growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Apr	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 3: To increase performance of all students on BAS in grades K-2, to a goal of 85% reading on grade-level or above by the end of the year.





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>Strategy 1: 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, TPRI, and BAS data.</p> <p>Strategy's Expected Result/Impact: Through successful intervention and monitoring, students will meet or exceed expected growth on BAS by the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increase phonemic awareness on TX KEA and TPRI</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	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 4: Increase the number of students performing at the expected fitness zone, through the eight components of Coordinated School Health, which include: Health education, healthy and safe school environment, counseling and mental health services, parent and community involvement, staff wellness promotion, health services, physical education, and nutrition services.





Evaluation Data Sources: (F) lesson plans, nurse referrals, counselor referrals, sign-in sheets, newsletters, SHAC agendas, CSH agendas
(S) Fitness Gram

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide health education lessons as least one time per week, to all students, using materials provided by our district-adopted health and physical education curriculum.</p> <p>Strategy's Expected Result/Impact: Through consistent use of health education curriculum and our physical education class, students will make progress towards their expected fitness zone each year.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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, implementing GRIT, and providing regularly scheduled Character Education lessons to all students.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Student discipline referrals will decrease as the number of Restorative Circles increase.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Students and staff will respond to praise and recognition by continuing to work hard at good character and work habits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Increase student and staff awareness of safety protocols and promote personal safety.





Evaluation Data Sources: (F) after-action reports
(S) Student and staff surveys, drill debriefings

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide expectations for behavior throughout the building as part of our PBIS system, to include restroom and hand-washing instructions.</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge of personal safety and ways to mitigate germ-spreading.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train students and staff on the SRP protocols and the use of Navigate 360 to perform monthly or semester drills, in order to facilitate a safe and secure learning and working environment.</p> <p>Strategy's Expected Result/Impact: All school personnel and students will remain safe in emergency situations, should they occur during the school day.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	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 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>Strategy 1: At least 10% or 4 faculty members will present professional development training or lead a vertical team meeting with our faculty throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their professional knowledge by participating in shared professional development ideas and resources.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Teachers will identify and understand the best instructional/behavioral strategies to use with special populations.</p> <p>Staff Responsible for Monitoring: Counselor Resource Teacher BSP Teachers</p>	Formative			Summative
	Nov	Jan	Apr	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 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>Strategy 1: 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>Strategy's Expected Result/Impact: Staff members will be reminded of the positives about their chosen career.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teacher Leader</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Build morale among staff members</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	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>Strategy 1: Increase family engagement and parental involvement through PTO involvement in things such as fund raisers, spirit shirts/nights, and Supper with Santa. Strategy's Expected Result/Impact: Parents will feel more connected and welcome in our school. Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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. Strategy's Expected Result/Impact: At least 30% of our student's family members will participate in parental involvement activities. Staff Responsible for Monitoring: Counselor Funding Sources: Supplies - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide at least 2 opportunities throughout the school year for school-wide parent/teacher conferences. Strategy's Expected Result/Impact: Parents will be apprised of student strengths/weaknesses, and gain awareness of how to work with their child to help.</p>	Formative			Summative
	Nov	Jan	Apr	June

Staff Responsible for Monitoring: Principal
Assistant Principal

Additional Targeted Support Strategy



No Progress



Accomplished



Continue/Modify







Discontinue

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. Social media, 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>Strategy 1: Utilize technology, such as Social Medium Remind, School Messenger, Smore, and the school website to increase parent participation.</p> <p>Strategy's Expected Result/Impact: Communication with parents will be increased.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Parents get to see and know about more activities taking place in their child's school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Social Media Committee members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	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 4: Promote family engagement and active involvement of the community in the education of our students.

Performance Objective 3: Increase yearly attendance rate by providing various attendance incentives to all students, throughout the school year.

High Priority





Evaluation Data Sources: (F) attendance drawings, weekly/month reports
(S) yearly attendance rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide 6 weeks class incentives, as well as random free dress days for students or classes who demonstrate good attendance.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to come to school due to class incentives that they win by being the class with the best attendance for 6 weeks, or knowing that random days will be chosen to hand out free dress days for students who are present.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Attendance Committee</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize instructional technology applications and resources, such as but not limited to, BrainPop, Study Island, and Reading Eggs, and Lead4ward Field Guides to engage students in learning in core areas, gather data in order to drive instruction, and effectively plan meaningful instruction.</p> <p>Strategy's Expected Result/Impact: Student engagement will be increased through the use of technology applications, and teachers will utilize the data applications to drive instruction.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: Technology Applications - 211 Title I, Part A - \$5,663</p>	Formative			Summative
	Nov	Jan	Apr	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 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 90/60/30 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>Strategy 1: 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>Strategy's Expected Result/Impact: Students will score at the 90/60/30 level on STAAR in math and reading.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district STEM Coordinator will support STEM instruction at all grade-levels by planning activities, preparing supplies needed, and working with 3rd and 4th grade teachers to complete STEM projects.</p> <p>Strategy's Expected Result/Impact: Students will practice problem-solving strategies while solving real-world problems.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Apr	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>				

Title I Personnel

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

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for tutorials during the day		\$18,095.00
1	1	1	Funds for tutorials before school and after school		\$5,000.00
1	2	1	Interventionist		\$40,600.00
4	1	2	Supplies		\$500.00
5	1	2	Technology Applications		\$5,663.00
Sub-Total					\$69,858.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials		\$500.00
Sub-Total					\$500.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for ESSR Interventionist		\$70,746.00
Sub-Total					\$70,746.00