

New Braunfels Independent School District

Memorial Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 10, 2022

Mission Statement

Engage. Empower. Learn.

Vision

Every student. Every day.

Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges	Be the Best Version of You
	Adapt and adjust	
	Get better everyday	
Power of the Team	Invest time to listen, care, and connect	Stronger Together
	Make each other better	
	Think we not me	
Pride of New Braunfels	Everyone matters	Ready for Tomorrow
	High expectations	
	Act with purpose	

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Memorial Elementary engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the district. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the district, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year.

The Campus Improvement Committee met on **May 23rd at 3:45pm** in the **Memorial Elementary Library** to review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in September 2022 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year. When required stakeholders cannot attend scheduled meetings, the campus will seek alternative forms of feedback, including but not limited to, phone calls, email, surveys, and home visits.

Once performance objectives are approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the [NBISD website](#). A hard copy is available at the campus office. The Campus Parent and Family Engagement Policy and School-Parent Compact, in English and Spanish, can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

Demographics

Demographics Summary

Memorial Elementary is located on the East side of New Braunfels, Texas. New Braunfels is located in South Central Texas off of the IH35 corridor between San Antonio and Austin. New Braunfels is one of the fastest growing communities in the nation. Our community has rolling hills, multiple water recreation areas, and a rich German history. Our zone includes low income housing areas, as well as family homes that range from middle class to affluent.

Based on the 2021-2022 Snapshot report taken in October, Memorial Elementary remained a Title 1 campus with approximately 50.16% of students being economically disadvantaged. We served approximately 321 students, which continued to fluctuate throughout the year. We continue to be made of primarily two student groups, Hispanic/Latino (43.61%) and White (47.04%). Other student groups at Memorial include gifted and talented (7.17%), special education (15.26%), Emergent Bilingual (4.98%), dyslexic (4.05%), at risk (50.78%), families that are military connected (5.61%), and homeless (5.61%).

This year the district provided asynchronous instruction to students that had chronic illnesses. During the 2021-2022 school year, our attendance rates dropped from the beginning of the school year to the end of the school year. Our end of year attendance average dropped from 2021 with 96.67% to 2022 with 94.83%. We were ranked 4th out of 15 campuses in the district for attendance. First grade had the lowest attendance rate for the school year. When a student is absent, our PEIMS clerk contacts the student's parent/guardian daily to verify the absence. At times, the principal will conference with the student about the absences and the importance of being in school daily. An attendance committee meets regularly to review attendance. The assistant principal conferences with parents/guardians of identified students to create a contract to improve attendance. If necessary, a case is filed in truancy court. The principal reviews attendance for course credit. Notifications are sent to parents/guardians and a Principal Plan is developed to assist in making up instructional days. We offer incentives for each class with daily perfect attendance, post attendance rates in the hallway and cafeteria, and share the importance of attending school daily with students and parents/guardians. (Staff attendance rates were similar to the student's, some absences were related to professional development.)

At-risk students are identified using the fourteen indicators. A majority of our at-risk students are identified as such due to performing below level on the beginning of the year readiness assessments in pre-kindergarten through third grade or due to not meeting state standards on the state assessments. Other students on the at-risk list are identified due to being retained in a grade level, being identified as an emergent bilingual student, or because they are homeless. In order to support these students, we utilize beginning of the year screeners to identify student needs in reading and math, providing intervention support within the classroom or through pull-out programs, online programs, tutoring, each teacher offers tutorials for at least one hour a week to identified students, or other supplemental program that are determined to benefit students. However, the majority of our students continue to be at-risk due to academics.

For our students that are academically below level, America Reads mentors volunteer several hours each week to provide support in reading to our students. Twice a week after school, several at-risk students from first to fifth grade participated in a community after school program called Kid's Club. At the beginning of the year, 4th and 5th grade students participated in accelerated instruction per House Bill 4545. Students in 4th and 5th grade also mentored students in Kinder -2nd grade.

For our homeless and economically disadvantaged students, the district employs a homeless liaison, social services support staff, and additional support services staff. We are able to provide for the needs of our students through a variety of outreach programs that these staff members assist in collaborating with from the community. We participate in the Comal County SAFE program that supports families with a "wrap around" program. This program provides services related to medical, social emotional, and attendance. Four families were referred to this program during the 2021-2022 school year. This year we had a part time Communities in Schools employee. She was able to support 31 students through the program, including transportation. The district health services department organizes screenings and additional health service opportunities to families free of charge, such as flu shots in the fall. The local Lion's Club assists with the vision and hearing screenings each year. We receive food backpacks to send with students that may be in need over the weekends. This past year, the Child Nutrition department was able to provide free meals to all student under the government grant.

The Memorial Elementary staff is comprised of over forty dedicated employees with various backgrounds and years of experience. Staff at Memorial Elementary have the required certifications. We expect all staff to receive ESL (English as a Second Language) certification and 100% completed. Classroom teachers are required to complete 30 hours of GT training. We continue to participate in the Texas Reading Academy to ensure that our kindergarten through third grade teachers, administrators, reading interventionists, and special education teachers have the required training.

Campus intervention teachers for reading and math are federally funded with Title 1 or State Compensatory funds, as well as a majority of the instructional paraprofessional staff on campus. New teachers are given a mentor to guide them throughout the school year and participate in a New Teacher Academy led by the district curriculum specialists. The district offers a variety of professional development opportunities for staff in relation to their content areas. Throughout the year, teachers are invited to participate in district collaboratives. On campus, teachers are able to request to observe peers that implement instructional strategies that are of interest or need. We have bi-weekly professional learning communities to review data and improve instructional strategies. Campus intervention staff coach and collaborate with teachers regarding instruction and student progress. Administration regularly observe classrooms to provide feedback to staff.

The class sizes at Memorial are, on average, twenty-two students per teacher. The district supports smaller class sizes by setting the caps at 22:1 for kindergarten through 4th grade and 25:1 for fifth grade classrooms.

Most of our families are high school graduates and some have college degrees. A majority of our families are in the work-force, with various positions that include, business, doctor, lawyer, food service, industrial, etc. While our families work, they participate in our family events with approximately 50 -80 in attendance or greater. We have lower attendance in our campus informational sessions, such as the Annual Title 1 Parent Meeting and the Campus Report Card Meeting. The Title 1 Survey showed that 71% of parents report that they participate in our events.

In 2022, we were rated as an A campus with distinctions in ELA/Reading and Comparative Academic Growth.

Demographics Strengths

We have a diverse population with a variety of avenues and resources to support student needs. Our staff is certified in grade level content areas. Our identification process for GT and SPED are showing that we are improving and growing towards a more equitable ratio in populations. We have had an increase in students identified for free and reduced meals. We are supporting students that have guardians other than parents with technology, especially the grandparents, in using the registration and communication platforms.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): District attendance rates are below 96%. In 2021-2022, our attendance rate was 94.83%. (2018-2019 - 96.24%, 2019-2020 - 95.46%, 2020-2021 - 96.67%) **Root Cause:** Since COVID, we had several families that take vacations during the school year. Other absences were families being cautious when children were not feeling well. Families did not utilize remote learning options for medical conditions.

Problem Statement 2 (Prioritized): In 2021-2022, 50.78% of students were identified as at-risk. (2018-2019 - 39.62%, 2019-2020 - 44.36%, 2020-2021 - 41.06%) **Root Cause:** Majority of at-risk students are identified in the areas of academics, such as, retention, state assessments, and beginning of year readiness assessments. Awareness of at-risk indicators for each student in order to plan accordingly.

Problem Statement 3 (Prioritized): In 2021-2022, 50.16% of students were identified as economically disadvantaged which might cause a lack of connections during education. (2018-2019 - 45.01%, 2019-2020 - 51.47%, 2020-2021 - 55.43%) **Root Cause:** Awareness of effective strategies in working with low income students; such as real world experiences, connections, and building background knowledge.

Student Learning

Student Learning Summary

We are an A rated campus with distinctions in ELA/Reading and Comparative Academic Growth. Based on our data systems, within student achievement, 80% of students approached grade level on all STAAR content area assessments (87% of 3rd-5th in reading, 80% of 3rd-5th graders in math, 65% of 5th graders in science). The goal is for students to meet or master grade level expectations. Currently, 56% of students meet grade level expectations (68% 3rd-5th reading, 53% 3rd-5th math, 30% 5th grade science). 32% of students master grade level expectations with 46% in reading, 25% in math, and 14% in science.

School progress is measured in two categories. First, how many students in 4th and 5th grade made academic growth in reading and math. 94% of students made progress in reading and 84% in math. The second category is called relative performance. This measures how much progress students make relative to students at similar schools or districts. We scored a B in relative performance.

Closing the gaps measures the percentage of different student groups, or sub-populations, that are performing above state goals in (1) academic achievement, (2) academic growth, (3) English language proficiency, and (4) student success status. Student achievement accounts for 30%, academic growth 50%, English language proficiency 10%, and student success status 10%. For academic achievement, we scored 83% and in student success criteria we scored 71%. Both of these are based on how many subgroups meet the target scores set forth by the state. In reviewing our data, we recognize that our economically disadvantaged, special education, and Hispanic populations are performing below other subgroups.

Based on our current student enrollment, we have utilized our data program to run reports to determine our campus strengths and weaknesses. Scores are based on the end of year performance in kindergarten through 5th grade on district assessments and state assessments.

Three times a year we monitor student fluency and accuracy in 2nd-5th grade, and two times in 1st grade. Based on the screeners, we use Read Live to assist in increasing reading fluency and accuracy of identified students. To make adequate progress, the expectation is to gain at least 1 word a week while increasing accuracy. See Hasbrouck-Tindal for fluency rate expectations (at least 50th percentile). At the end of the year, accuracy should at least be at 95%. At the end of the year, 83% of 1st grade met expectations, 90% 2nd grade met expectations, 42% 3rd grade met expectations, 65% 4th grade met expectations, and 44% 5th grade met expectations. "Met expectations" fits the criteria of students making at least 1 word/week growth with increasing accuracy. 100% of students made gains in accuracy.

The state requires a reading screener for grades K-2. We use mClass in NBISD three times a year. Kinder grew from 49% well below level at the beginning of the year to 9% at the end of the year, 1st grade from 47% to 19%, and 2nd grade from 46% to 30%. At the end of the year 74% of Kinder was on level in the spelling category. Teachers used what they had learned from the Texas Reading Academy and the assessment to support the growth of students.

At the end of the school year, we administered MAPS in reading and math for the first time. We used the report that stated "Students At or Above Grade-Level Mean RIT" to determine the percentages of students on or above grade level for reading and math. In reading, K- 62%, 1st - 54%, 2nd - 47%, 3rd - 61%, 4th - 75%, and 5th - 65% of students are on or above grade level according to MAPS. In math, K- 72%, 1st - 67%, 2nd - 47%, 3rd - 68%, 4th - 66%, and 5th - 58% of students are on or above grade level according to MAPS. Our 2nd graders seem to be most affected by the learning loss from COVID. We will be using this data in the upcoming year to support instruction and student growth.

We utilize a variety of math fluency programs; such as Rocket Math, XTRA Math, flashcards, minute math, etc. Accuracy includes computation of grade level operations; such as, addition, subtraction, multiplication, and division, with and without regrouping. There continues to be a need in all grades for students to learn math computation and accuracy. For computation, we practice grade level math computation daily. Fluency and accuracy in all math operations will continue to be a focus.

In Science, 65% of the fifth graders approached grade level with 30% meeting and 14% mastering. Our economically disadvantaged, Hispanic, language learner, and special education students continue to perform below other sub-populations. We will be identifying areas of professional development and support for staff teaching science during the school year.

On TELPAS, the state assessment given to our second language learners measuring listening, speaking, reading, and writing, only 5/16 students made progress from the prior year, which is only 31% of students. Training on the proficiency level descriptors and the use of data to monitor student progress in these areas will occur.

Throughout the year, we will continue to analyze student data to find trends in content area skills that we need to target as part of our ongoing campus professional development to ensure that instruction meets the needs of our students.

Student Learning Strengths

White students continue to perform at higher levels in all content areas and grade levels. Reading growth in all grade levels. Overall growth in reading and math on STAAR 4th and 5th grade. Multiple sources of data are available for teachers to analyze when planning and adjusting instruction. mClass reading growth across kinder through 2nd grade from BOY to EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Economically disadvantaged and Hispanic students perform below other student groups. **Root Cause:** Awareness of building background knowledge by using real world connections and concrete models to close the gaps.

Problem Statement 2 (Prioritized): While our SPED students continue to show progress and make academic growth, they continue to perform below other student groups in all grades and content areas. **Root Cause:** Training on how to differentiate instructional strategies for Special Education students.

Problem Statement 3 (Prioritized): Emergent Bilingual (EB) students are not showing adequate progress in listening, speaking, reading, and writing on TELPAS. **Root Cause:** Knowledge of grade level ELPS, grade level listening and speaking TEKS, and use of aligned data to monitor and adjust instruction.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by Memorial Elementary is aligned with NBISD's Scope and Sequence, which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student led instruction, problem solving skills, and cooperative learning.

At Memorial Elementary, our focus is student progress. We review data on campus assessments, district assessments, and state assessments after each administration. Teachers use the data to set student performance and personal professional goals for the school year. We determine any needs for adjustment in our schedules, intervention programs, or instruction. Teachers monitor the progress of all students, especially those identified by our intervention team as at-risk and in need of RtI support. Parents are notified if their student has been identified as a student in need of support and the intervention support that is being offered.

Our master schedule is built with identified intervention time for kinder through fifth grade that prevents interruption to grade level skills. The intervention team, including paraprofessionals and classroom teachers, work with students on identified skills during this time each school day. Teachers and students monitor learning progress during intervention. In 4th and 5th grade, students were identified for accelerated instruction per HB4545. This year we embedded thirty minutes of silent sustained reading (SSR) four times a week for each grade level. One day per week we embedded Restorative Discipline Circles (RD) to address the social emotional needs of each classroom.

In grades kindergarten through third grade, language arts teachers implement a balanced literacy approach to ensure that students are receiving small group instruction based on identified needs in reading. K-2nd grade teachers administered mClass, a reading assessment, to support student needs and progress monitored on identified skills biweekly. Running records are completed regularly to monitor student progress in reading. We continue to have staff participate in the Texas Reading Academy as required.

First grade implemented flexible grouping in reading and math in order to provide a balanced approach to instruction based on the student individual needs in small group instruction.

Technology plays a critical role in all learning processes. Our district provides ipads for each K-5th grade student. Students are taught to use a variety of resources for learning from supplemental programs to productivity apps that include word processing, spreadsheets, video creation, and more. Teachers are encouraged to utilize technology from the Technology Department by receiving program badges for modeling the use of programs in instruction. Teachers continued to utilize SeeSaw and Canvas as learning platforms. This year, all 3rd and 4th graders took their STAAR test online in reading and math, and all 5th graders took science online.

The Gifted/Talented Enrichment Program is usually a pullout program for third through fifth graders. Students meet with the facilitator (librarian) who is a certified GT provider for an hour once a week. The students experience working on individual projects and instant challenges. In the spring, students participate in the GT showcase with all elementary campuses. Kindergarten through fifth grade GT identified students are also served by their classroom teachers.

This past year, we added art to our special area rotation. All students participate in physical education, art, and music weekly with kinder and 4th attending PE twice a week. 1st, 2nd, 3rd, and 5th grade students participate in rhythms twice a week in which our PE and music teacher integrate movement with rhythm with kinder and 4th attending once a week. All students have access to the library and counselor's office on a daily (individual) and weekly (class) schedule. The counselor exposes the students to career opportunities. The counselor meets with students individually and in group sessions based on social-emotional needs. We need to utilize our SST/RtI team to make these referrals to our school counseling services. Classroom teachers are accountable for the theater arts curriculum. We were able to participate in field trips and learning opportunities/programs this year. 1st and 2nd grade students were able to attend McKenna Children's Museum since they missed this field trip during their COVID years in kinder. Several classrooms utilized virtual field trips and Zoom for guest speakers.

We continue to have ESL students that are supported by staff that have been ESL certified at all grade levels. We need to monitor language acquisition to ensure adequate growth in listening, speaking, reading, and writing on the state assessment for language learners, TELPAS. We offer training to staff after the beginning of the year LPAC on reviewing TELPAS ratings, setting language goals for students, and monitoring progress on the proficiency standards throughout the school year. We monitor students ongoing throughout the school year.

As stated, we follow the Texas Essential Knowledge and Skills (TEKS) as our curriculum guide. The district has developed a scope and sequence for each content area that our

teachers utilize when planning. Language Arts teachers utilize the district adoption HMH for reading and writing and/or novel studies. We utilized Leveled Literacy Intervention with identified students for reading in third grade. Several teachers implemented elements of the Comprehension Toolkit for reading. We use ReadLive to build fluency in reading, monitoring with the Reading Fluency Benchmark Assessment three times per year. We used Closing the Gaps for math intervention. We have several online programs available to support practice on skills; such as, IXL and STMath.

The district curriculum team offers multiple collaboratives for teachers to participate in as part of an ongoing professional development opportunity. At the campus level, we meet collaboratively as a campus team and in grade level teams to ensure that staff and students are provided various strategies for instruction based on the campus trends for needs. The campus PLCs (Professional Learning Community) met bi-weekly to analyze data and create campus-wide strategies for instruction. We invited math and science teachers from other campuses to join us to allow staff to have collaborative conversations. Staff have completed more than 30 hours each of professional development. However, the professional development doesn't include specific training in working with students that are language learners or economically disadvantaged. This year, district special education offered specially designed instruction (SDI) training virtually for staff through Region 20. A campus team participated in Stetson training, in which we identified and set goals for creating schedules to ensure special education students are provided more inclusive practices. As a district and campus leadership team, we incorporated Fundamental 5 practices and opportunities into our professional development. Using the Eduphoria Strive data from throughout the school year, teachers are effective in being in the Power Zone (83%), which means they are actively monitoring and engaged with students. Another strength is reinforcing (71%) and recognizing (79%) students during instructional to continue to encourage student efforts and participation. Teachers have knowledge (91%) and understanding (89%) of their content and recognize that the professional development has trained them in understanding the TEKS and incorporating that knowledge during instruction. Walkthrough data shows the need to improve critical writing (13%). Teachers report they would like more training in this specific area to reduce misconceptions. Another area identified on data as a weakness was frequent small group purposeful talk (17%); however, teachers report that this is more about the timing of the walk through and request to be more intentional when planning time for classroom visits. The same concern was shared for how often administrators are observing small group instruction (35%). At the end of the year we completed focused walkthroughs on Frame the Lesson and Critical Writing. We were intentional in our walkthroughs for Frame the Lesson. We were to observe the beginning of the lesson. Based on this data, objectives were written where the student can read it 58% of the time, the objective statement included the verb of TEKS 78% of the time, the objective was a student friendly version from the lesson plan 56% of the time (unavailable data 30%), and the actual lesson frame was stated at the start of lesson 76% (not observed 10%). We also collected data at the end of the year using a district created tool for critical writing. We found that 34% of the time we were in the classrooms there was critical writing either in progress or evidence that it had occurred for the lesson.

New teachers participated in a New Teacher Academy in which they discuss the many aspects of being a new teacher, including behavior management, classroom management, communication, curriculum, and more. Each new teacher is assigned a campus mentor to assist in guiding them throughout their first year. We had three new teachers that participated in the New Teacher Academy. In addition, our campus instructional coach provided support in planning, classroom management, data analysis, and instructional practices.

Campus instructional interventionists participate in a district-wide intervention collaborative. They are trained in their content area, as well as coaching teachers on campus. The interventionists lead our PLCs. This year we had a part time instructional coach that supported the teachers new to our campus or those that changed content or grade levels from the previous school year.

Special education staff receives training from the special education department monthly, sometimes more often. On campus, they work collaboratively with the intervention team to ensure that our at-risk students are making progress. The special education teachers met weekly on campus at the beginning of the year and as needed throughout the school year. We need to review individual learning plans to ensure students are receiving scaffolded instruction and adequate accommodations within the general education classroom. This year, the special education staff made sure to collaborate with classroom teachers at least monthly, if not more often regarding student progress and needs.

While our campus has small grade level teams, we continue to assign a team leader that can communicate with administration and intervention on needs and input for campus planning. Meeting agendas are shared with all staff members, as well as minutes from each meeting. Teachers are invited to assist in creating campus procedures by providing ongoing feedback.

Students are assessed with campus and district level benchmarks to ensure progress towards the grade level knowledge and skills. This district provides pre and post assessments for math and science. We began administering interim assessments in reading. These assessments are analyzed to determine continued needs for student learning and professional development needs for staff. Data analysis can be found in the student learning portion of the needs assessment. At the end of the school year, we administered MAPS reading and math to all K-5 students and will be learning to use this data for planning. Focus on data and RtI progress will allow our students and staff to make progress each year. Pre assessments need to be better utilized when planning to ensure maximized learning time for all students.

In May, the district sent out a staff survey. Results were shared with administration, followed up with team leaders, and discussed by the campus improvement committee. We sent out a Title I Survey in the spring to parents. The survey results are analyzed to determine the needs of the campus in all organizational areas. Based on the survey, the campus strengths per staff are the administrative team, staff collaboration and teamwork, and planning for student growth. Areas to grow include more focused district collaboratives, PLCs need more staff to plan with of the same content and grade for the departmentalized grade levels, time, and behavior supports. Staff shared that meetings (ARDs, 504s) during planning in the upper grades consume planning periods each week throughout the school year. Behavior supports was identified as needing consistent plans to change behaviors of identified students. Several members of the central office came and held "Let's Chat" meetings in which staff are able to share what makes them stay or other information to help improve the district and campus systems. A counselor needs assessment survey was also sent to staff. Staff reported that students need specific skills related to studying and understanding emotions.

School Processes & Programs Strengths

Opportunities for grade level/content specific professional development. Master schedule allows for structured interventions and support programs. Structured RTI schedule for instructional monitoring. PLCs for collaboration and TEKS knowledge.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Utilizing the RtI process for the identification and monitoring of students for behaviors or SEL supports consistently. **Root Cause:** Teachers need training on the RtI process and how to plan for data collection related to progress monitoring and entering data into the online program.

Perceptions

Perceptions Summary

Memorial Elementary has a vision of leading with heart. We believe that if others know that we have compassion, we can succeed and achieve together. We believe in “failing forward” and making mistakes, as this is true to life, we must learn from our struggles in order to improve. This is evidenced in our adopted vision, mission, and core beliefs. Based on the end of year survey, parent's reported that on a scale of 1 strongly disagree to 5 strongly agree, that 4.43 are treated with respect at the campus. Students agree to strongly agree that at Memorial, everyone matters (4.19).

We use EBIS (PBIS previously) to ensure that our school-wide procedures are effective. Within our PBIS structure, we teach the students to LEAD. We know that we LEAD when we are being responsible, respectful, and safe. Students are given LEAD tickets through Class Dojo points when they exhibit the LEAD traits. Teachers use the tickets for rewards. Prior to COVID restrictions, one name was drawn from each class to have Lunch Bunch and Games with the principal and then the LEAD tickets were placed in a jar in the office each week and when the jar is full, the campus earns an incentive. Lunch Bunch was held each five day week, as well as being an incentive for behavior students to meet behavior goals. We are hoping to reinstate this practice during the 2022-2023 school year. Classes are given LEAD Loot through Class Dojo points when they exhibit characteristics as a class, or team. LEAD Loot is saved until students are able to redeem for a class reward that is determined by the class. Approximately 37 rewards were given towards LEAD Loot, which is an increase from the previous year. Based on the BOQ we scored a 79, which is considered ahead of target for the EBIS program. During the end of year review of the EBIS Team, it was identified that the after the team identifies an area of need, the entire campus needs to be made aware in order to put supports in place for change, as well as supporting teachers or students identified in need of supports during these monthly data meetings. Basically, it is the follow up supports from the meetings that are needed. We continue to grow and enhance our behavior program and systems across campus.

Teachers are trained in Restorative Discipline. This year we implemented Wednesday as our RD circle day with a designated morning time. Teachers have “circle time” to discuss social skills with students. Students learn to listen to others and identify what others need in order to feel safe and successful in a variety of situations. Implementing circles consistently and with fidelity continues to be a practice we strive for.

We believe in flexible seating arrangements. Classrooms are designed to allow students to participate in learning through various seating structures from carpet to standing and chairs to rockers. We allow the use of fidgets and headphones to minimize distractions, stating that “as long as it is a tool and not a toy” we can try anything to advocate for our learning needs. We encourage and provide materials to design a "safe space" design for classrooms to allow students to take breaks in the classrooms to meet social emotional needs.

In regards to discipline, we continue to see improvement. We had 271 referrals reported. We have an increase in referrals in the spring semester, with the most being in April (52 referrals). We have an increase in incidents on Tuesday, Wednesday, and Thursday between 10am-2pm. The highest times of day are 8, 11, and 2, which are around meal times. Physical aggression and class disruptions are the greatest offenses with most incidents happening in the classroom during non-instructional times and whole group instruction. The cafeteria is our second area of need. Small group and centers have the least amount of referrals. Kinder and third grade comprised 52% of the referrals. One student comprises 24% of the referrals. We have a low number of suspensions, both in school and out of school. To support our at-risk students, we utilize Restorative Discipline, in which the students must identify how they affected others and what they need to do to rebuild relationships with others. We also referred students for social skills lessons and counseling in which students were given tools to control their individual behavior needs, whether it be anger, impulsivity, etc. Students began to identify and advocate for their needs, using task cards, contracts, or other tools to change behaviors. The cost of days spent on behavior was almost 15 days. We continue to see improvements in these areas.

We investigate all reports of bullying. We had 18 bully reports, with no findings of bullying. If a student is identified as a bully, they would receive a schedule of support, counseling, mentoring, check-ins, and a behavior support plan. Reported victims receive support from the counselor in all instances and/or findings. Based on the end of year parent survey, parent's reported that on a scale of 1 strongly disagree to 5 strongly agree, 4.32 feel their child is safe at school.

We believe in open communication with our school community members. Each week, teachers send home Monday Mail that includes what we are learning in class and upcoming events to families. We utilize School Messenger for emergency information or to communicate federally funded program information. This year we used Class Dojo to communicate campus-wide events with families, share photos and videos, message with families, and schedule our calendar events with reminder notifications. Within Class Dojo, families are able to select to translate the messages. Administration practices an “open door policy,” being willing to meet with staff, students, parents, or community members, if available. If unavailable, contact is made as soon as possible to ensure that our school community needs are being met. Information is also available on the district campus website for events. The

parent survey reports communication as a strength of the campus.

We value instruction time and student safety, so we ask that parents/guardians schedule appointments with teachers before or after school or during the conference period. Teachers schedule conferences, as necessary, throughout the school year to ensure parents/guardians are aware of student progress. All parents are asked to participate in a parent conference in the fall. On a scale of 1 strongly disagree to 5 strongly agree, parents report that they regularly receive feedback regarding their child's academic progress 3.92 and believe that the learning environment meets their child's needs 3.98.

At the beginning of each year, we hold an "Open House" that discusses skills for school success at each grade level. We hope to continue to develop this event so that families are well equipped with the knowledge and skills to support their child/ren within each content area throughout the school year. In a typical year, we invite parents to join us for meals, assemblies, programs, and field day activities. Parents participated in these events; however, we had decreased attendance during informational events.

School community members are invited to participate on several committees within the campus, including, but not limited to, the Campus Improvement Committee (CIC), School Health Advisory Committee (SHAC), Parent Advisory Committee (PAC), District Educational Improvement Committee (DEIC), and PTA. Parents volunteered to participate in most committees. America Reads returned to campus to support reading with our Kinder - 2nd graders. We have an active PTA Board. Based on the Title I survey, 88% of parents state they receive information about parent involvement activities. Parents report that they are able to attend meetings in the evenings, virtual meetings, and child care would help for those information meetings. A majority of parents want to attend conferences and awards to learn how to assist in their child's learning. When inquiring about the types of parent trainings, parents request positive parenting and how to partner with my child's school for their academic success.

Students in 4th and 5th grade are eligible to apply as self managers and hold leadership positions on campus that include morning announcements, mentoring, safety patrol, and more. Students can participate in music club, reading clubs, and student council. Most of our programs cater to the upper grade levels, resulting in only 18.35% of students participating in extra curricular activities.

This year, parents were given an opportunity to complete various surveys. On the Title I survey, only 17 parents out of approximately 325 students completed the survey. For the NBISD Counselor Needs Assessment Survey, there were 13 responses. Finally, we had the most participation on the NBISD Parent Climate Survey, with 73 parents completing the survey. This was the first survey that was sent out at the end of the school year. Students completed the NBISD Counselor Needs Assessment Survey with 99% of K-3 responding and 76% of 4th-5th grade students responding. Teachers completed two surveys, the NBISD Climate Survey (34/40) and the NBISD Counselor Needs Assessment Survey (14/16).

Perceptions Strengths

The overall climate is positive from all of our community members. Our EBIS systems are effective. Students feel safe. We have effective communication methods.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of opportunities for student leadership through clubs, organizations, and activities. **Root Cause:** Parent and staff interest in sponsoring an activity after school hours.

Problem Statement 2: Lack of communication regarding data review of PBIS/EBIS programs with staff. **Root Cause:** Lack of systems and scheduling to share data and planning with staff.

Problem Statement 3: Parents/guardians report a need for communication beyond the electronic grading program (Ascender) regarding student progress. **Root Cause:** Assumption

that the online grading program clearly communicates the needs of students to parents/guardians.

Priority Problem Statements

Problem Statement 1: District attendance rates are below 96%. In 2021-2022, our attendance rate was 94.83%. (2018-2019 - 96.24%, 2019-2020 - 95.46%, 2020-2021 - 96.67%)

Root Cause 1: Since COVID, we had several families that take vacations during the school year. Other absences were families being cautious when children were not feeling well. Families did not utilize remote learning options for medical conditions.

Problem Statement 1 Areas: Demographics

Problem Statement 6: Economically disadvantaged and Hispanic students perform below other student groups.

Root Cause 6: Awareness of building background knowledge by using real world connections and concrete models to close the gaps.

Problem Statement 6 Areas: Student Learning

Problem Statement 2: In 2021-2022, 50.78% of students were identified as at-risk. (2018-2019 - 39.62%, 2019-2020 - 44.36%, 2020-2021 - 41.06%)

Root Cause 2: Majority of at-risk students are identified in the areas of academics, such as, retention, state assessments, and beginning of year readiness assessments. Awareness of at-risk indicators for each student in order to plan accordingly.

Problem Statement 2 Areas: Demographics

Problem Statement 5: While our SPED students continue to show progress and make academic growth, they continue to perform below other student groups in all grades and content areas.

Root Cause 5: Training on how to differentiate instructional strategies for Special Education students.

Problem Statement 5 Areas: Student Learning

Problem Statement 3: In 2021-2022, 50.16% of students were identified as economically disadvantaged which might cause a lack of connections during education. (2018-2019 - 45.01%, 2019-2020 - 51.47%, 2020-2021 - 55.43%)

Root Cause 3: Awareness of effective strategies in working with low income students; such as real world experiences, connections, and building background knowledge.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Emergent Bilingual (EB) students are not showing adequate progress in listening, speaking, reading, and writing on TELPAS.

Root Cause 4: Knowledge of grade level ELPS, grade level listening and speaking TEKS, and use of aligned data to monitor and adjust instruction.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals





Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 1: Annually increase the percentage of students showing a minimum of 1+ years academic growth on MAPS assessments in Reading by June 2025.

Annually increase the percentage of students showing a minimum of 1+ years academic growth on MAPS assessments in Math by June 2025.

Evaluation Data Sources: MAPS

Strategy 1 Details	Formative Reviews		
Strategy 1: Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals Strategy's Expected Result/Impact: Students will show growth in reading and math. Teachers will increase instructional strategies playbook. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Instructional Coach - 281 - ESSER II Grant - \$33,635, Early Literacy/Dyslexia Coach - 199-PIC 37, Dyslexia - \$32,527, SPED Teacher - 224 - IDEA B, SpEd - \$80,182, Interventionist - 211 - Title I, Part A - \$123,818, Testing materials - 199-PIC 25, 35 State Bilingual/ESL - \$150	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Plan field trips that allow students to make real world connections to learning. Strategy's Expected Result/Impact: Increase in comprehension and connections Staff Responsible for Monitoring: Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Field Trips - 281 - ESSER II Grant - \$350	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 2: Increase the percent of 3rd - 5th grade Hispanic students meeting expectations on STAAR Math from 29% to 50% by June 2025. (Domain 3: Closing the Gaps)





Evaluation Data Sources: Annually increase the percent of 3rd - 5th grade Hispanic students meeting expectations on STAAR Math from 29% to 36% by June 2023. (Domain 3: Closing the Gaps)

Strategy 1 Details	Formative Reviews		
Strategy 1: Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals Strategy's Expected Result/Impact: Students will show growth in reading and math. Teachers will increase instructional strategies playbook. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199-PIC 37, Dyslexia, - 211 - Title I, Part A, - 281 - ESSER II Grant, - 224 - IDEA B, SpEd, - 199-PIC 25, 35 State Bilingual/ESL	Formative		
	Nov	Feb	May
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Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 3: Increase the percent of 3rd - 5th grade Economically Disadvantaged students meeting expectations on STAAR Math from 29% to 40% by June 2025. (Domain 3: Closing the Gaps)

Evaluation Data Sources: Annually increase the percent of 3rd - 5th grade Economically Disadvantaged students meeting expectations on STAAR Math from 29% to 32% by June 2023. (Domain 3: Closing the Gaps)

Strategy 1 Details	Formative Reviews		
Strategy 1: Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals Strategy's Expected Result/Impact: Students will show growth in reading and math. Teachers will increase instructional strategies playbook. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199-PIC 37, Dyslexia, - 224 - IDEA B, SpEd, - 211 - Title I, Part A, - 281 - ESSER II Grant, - 199-PIC 25, 35 State Bilingual/ESL	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 4: Increase the number of NBISD 3rd grade students performing on grade level STAAR Reading from a baseline scale score of 57% Meets standard in 2022 to 67% Meets standard by May of 2025.

HB3 Goal

Evaluation Data Sources: STAAR, MAPS

The percent of 3rd grade students that meet grade level or above on STAAR reading will increase from 57% to 60% by May 2023.

The percent of 2nd grade students reading on grade level will increase from 47% to 50% on MAPS by May 2023.

The percent of 1st grade students reading on grade level will increase from 54% to 57% on MAPS by May 2023.

The percent of Kindergarten students reading on grade level will increase from 62% to 65% on MAPS by May 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals Strategy's Expected Result/Impact: Students will show growth in reading and math. Teachers will increase instructional strategies playbook. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199-PIC 37, Dyslexia, - 281 - ESSER II Grant, - 224 - IDEA B, SpEd, - 211 - Title I, Part A, - 199-PIC 25, 35 State Bilingual/ESL	Formative		
	Nov	Feb	May
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Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 5: Increase the number of NBISD 3rd grade students performing on grade level STAAR Math from a baseline scale score of 43% Meets standard in 2022 to 53% Meets standard by May of 2025.

HB3 Goal





Evaluation Data Sources: STAAR, MAPS

The percent of 3rd grade students that meet grade level or above on STAAR math will increase from 43% to 47% by May 2023.

The percent of 2nd grade students math on grade level will increase from 47% to 50% on MAPS by May 2023.

The percent of 1st grade students math on grade level will increase from 67% to 70% on MAPS by May 2023.

The percent of Kindergarten students math on grade level will increase from 72% to 75% on MAPS by May 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals Strategy's Expected Result/Impact: Students will show growth in reading and math. Teachers will increase instructional strategies playbook. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199-PIC 37, Dyslexia, - 211 - Title I, Part A, - 281 - ESSER II Grant, - 224 - IDEA B, SpEd, - 199-PIC 25, 35 State Bilingual/ESL	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)





Performance Objective 1: Annually increase the percentage of students indicating that they know different colleges and their opportunities on the student survey from 33% to 50% by May 2025.

Annually increase the percentage of students indicating they can recognize and name different careers on the student survey from 63% to 75% by May 2025.

Evaluation Data Sources: Increase the percentage of students indicating that they know different colleges and their opportunities on the student survey from 33% to 37% by May 2023.

Increase the percentage of students indicating that they can recognize and name different careers on the student survey from 63% to 67% by May 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a career board and share career information on announcements Strategy's Expected Result/Impact: Student awareness of possible career pathways Staff Responsible for Monitoring: Counselor, CIS Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: CIS - 281 - ESSER II Grant - \$21,892	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a career dress up day in which student present to their classmates the importance of the career choice, what it means to them, and how they plan to reach their career goal Strategy's Expected Result/Impact: Student awareness of possible career pathways and goal setting Staff Responsible for Monitoring: Teachers Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a job board for students to support campus needs. Strategy's Expected Result/Impact: Increase the number of students having jobs on campus from - to - by May 2023 Staff Responsible for Monitoring: Counselor, CIS Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 2: Increase the number of 3rd-5th grade students performing at meets level on STAAR Reading from a baseline scale score of 66% Meets standard to 80% Meets standard by June of 2025. (2019 - 35%, 2021-36%, 2022-66%)

Evaluation Data Sources: Annually increase the percentage of STAAR 3rd - 5th Meets Grade Level - Reading 66 to 70% by June 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Fundamental 5 instructional strategies with a yearly focus on Frame the Lesson and Critical Writing. Strategy's Expected Result/Impact: Increase effective instructional practices and student progress. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 281 - ESSER II Grant	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Intervention teachers, para professionals, and instructional coaches will work with teachers and students to support student learning. Strategy's Expected Result/Impact: Increase effective instructional practices and student progress. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199-PIC 37, Dyslexia, Instructional Paras - 199-PIC 23, 33 State Special Education - \$55,209, - 211 - Title I, Part A, - 224 - IDEA B, SpEd, - 281 - ESSER II Grant	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize K-2 mClass data to design intervention supports and progress monitor student growth Strategy's Expected Result/Impact: Increase student performance and growth in reading Staff Responsible for Monitoring: Classroom teachers, Early Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals Strategy's Expected Result/Impact: Students will show growth in reading and math. Teachers will increase instructional strategies playbook. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199-PIC 37, Dyslexia, - 281 - ESSER II Grant, - 224 - IDEA B, SpEd, - 211 - Title I, Part A, - 199-PIC 25, 35 State Bilingual/ESL	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 3: Increase the number of 3rd-5th grade students performing at meets level on STAAR Mathematics from a baseline scale score of 50% Meets to 58% Meets standard by May of 2025. (2019-37%, 2021-42%, 2022-50%)

Evaluation Data Sources: Annually increase the percentage of STAAR 3rd - 5th Meets Grade Level - Math 50 to 52% by June 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Fundamental 5 instructional strategies with a yearly focus on Frame the Lesson and Critical Writing. Strategy's Expected Result/Impact: Increase effective instructional practices and student progress. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 281 - ESSER II Grant	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Intervention teachers, para professionals, and instructional coaches will work with teachers and students to support student learning. Strategy's Expected Result/Impact: Increase effective instructional practices and student progress. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement small group math instruction with concrete models, real world connections, and the use of manipulatives Strategy's Expected Result/Impact: Increase K-2 math performance (2019-77% CBA, 2021-55% CBA, 2022-MAPS) Staff Responsible for Monitoring: ILT, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 211 - Title I, Part A, - 281 - ESSER II Grant, - 199-PIC 23, 33 State Special Education	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals Strategy's Expected Result/Impact: Students will show growth in reading and math. Teachers will increase instructional strategies playbook. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199-PIC 37, Dyslexia, - 224 - IDEA B, SpEd, - 211 - Title I, Part A, - 281 - ESSER II Grant, - 199-PIC 25, 35 State Bilingual/ESL	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 1: Increase the number of students who respond to "everyone matters" on the annual student survey from 4.19 to 4.30 by June 2025.

Evaluation Data Sources: Student Survey

Increase the number of students responding to "everyone matters" on annual student survey from 4.19 to 4.23 by June 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement lessons that teach "life learning" skills as per the student survey needs (how to plan my assignments, problem solving, etc) Strategy's Expected Result/Impact: Students will learn the life skills to be the best version of themselves as they move into the future. Staff Responsible for Monitoring: Counselor, CIS, Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: CIS - 281 - ESSER II Grant	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement a system of of self referral for students to counseling for 4th and 5th graders Strategy's Expected Result/Impact: Students will be able to advocate for themselves when they need supports. Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement student rounding sessions Strategy's Expected Result/Impact: Students will be able to communicate and share how things are going on campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Art teacher will showcase student work for events throughout the school year, including an art show. Strategy's Expected Result/Impact: Students will feel valued and important. Staff Responsible for Monitoring: Art teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Art Teacher - 281 - ESSER II Grant - \$64,909	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 2: Increase the percentage of students representing NBISD from Clubs and organizations from 18.35% to 25% by June 2025

Evaluation Data Sources: Increase the percentage of students representing NBISD from:

Clubs and organizations from 18.35% to 20% by June 2023





Service outcome from 1 opportunities to 3 opportunities by June 2023

Strategy 1 Details		Formative Reviews		
Strategy 1: Develop a system for offering clubs/organizations (UIL, SLC, Friday Clubs) Strategy's Expected Result/Impact: Student connections to real world interests and learning Staff Responsible for Monitoring: Counselor, CIS Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 281 - ESSER II Grant		Formative		
		Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 3: Increase the number of opportunities students have to participate in community service events from 1 to 6 by June 2025.

Evaluation Data Sources: Increase the percentage of students representing NBISD from:
Service outcome from 1 opportunities to 3 opportunities by June 2023





Strategy 1 Details	Formative Reviews		
Strategy 1: Implement grade level community service projects each school year Strategy's Expected Result/Impact: Student awareness of the environment around them and how they can become involved in the community. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 1: Increase overall staff satisfaction scale score from 4.18 to 4.20 by Spring 2023

Evaluation Data Sources: Staff Survey

Increase the overall staff satisfaction scale score from 4.18 to 4.25 by Spring 2025 on staff survey.

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule rounding sessions with each teacher at least one time per semester Strategy's Expected Result/Impact: Increase staff satisfaction Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Streamline campus communications Strategy's Expected Result/Impact: Reduce amount of emails and communication sharing the same information. Staff Responsible for Monitoring: ILT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 2: Increase overall staff satisfaction in feeling recognized for the work they do on campus from 4.03 to 4.08 by Spring 2023

Evaluation Data Sources: Staff Survey

Increase overall staff satisfaction in feeling recognized for the work they do on campus from 4.03 to 4.20 by Spring 2025

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a system to recognize staff for the work they do on campus. Strategy's Expected Result/Impact: Increase staff feeling recognized for the work they do on campus from 4.03 to 4.13 by May 2023 which in turn should increase overall staff satisfaction. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 3: Annually increase percentage of Fund 5 in classrooms:

Framing Lesson - 78% to 80% by June 2023

Power Zone - 83% to 85% by June 2023

Critical Writing - 11% to 24% by June 2023

FSGPT - 17% to 28% by June 2023

Recognize and Reinforce - 75% to 78% by June 2023

Evaluation Data Sources: Walkthrough Data

Annually increase percentages of Fundamental Five instructional strategies used in the classroom by May 2025:

Framing the Lesson from 78% to 85%

Power Zone from 83% to 90%





Critical Writing from 11% to 50%

Frequent Small Group Purposeful Talk from 17% to 50%

Recognize and Reinforce from 75% to 85%

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Fundamental 5 book study, to include the book Close Like a Boss, with a focus on framing the lesson (with lesson closure) and critical writing Strategy's Expected Result/Impact: Increase in effective instructional practices, engagement of students, and student achievement Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 211 - Title I, Part A, - 281 - ESSER II Grant, - 199-PIC 37, Dyslexia	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Monthly review of walkthrough data with leadership team *evidence of critical writing *evidence of lesson frames tied to TEKS Strategy's Expected Result/Impact: Awareness for planning professional development Staff Responsible for Monitoring: ILT TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199-PIC 37, Dyslexia, - 281 - ESSER II Grant, - 211 - Title I, Part A	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Quarterly walkthrough data reviews with teachers *evidence of critical writing *evidence of lesson frames tied to TEKS Strategy's Expected Result/Impact: Staff awareness of their level of implementation of Fundamental 5. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199-PIC 37, Dyslexia, - 211 - Title I, Part A, - 281 - ESSER II Grant	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals Strategy's Expected Result/Impact: Students will show growth in reading and math. Teachers will increase instructional strategies playbook. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199-PIC 37, Dyslexia, - 211 - Title I, Part A, - 224 - IDEA B, SpEd, - 281 - ESSER II Grant, - 199-PIC 25, 35 State Bilingual/ESL	Formative		
	Nov	Feb	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			





Goal 5: NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

Performance Objective 1: Increase the percentage of students feeling connected to
 Teacher from 3.65 to 3.76 by May 2023
 Counselors from 4.25 to 4.30 by May 2023
 Administrators from 3.63 to 3.71 by May 2023

Evaluation Data Sources: Student Survey

Increase the percentage of students feeling connected to
 Teacher from 3.65 to 3.76 by May 2023
 Counselors from 4.25 to 4.30 by May 2023
 Administrators from 3.63 to 3.71 by May 2023

Increase the percentage of students feeling connected to:
 Teacher from 3.65 to 4.0 by May 2025
 Counselors from 4.25 to 4.40 by May 2025
 Administrators from 3.63 to 4.0 by May 2025





Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will document positive communication for each student each nine weeks Strategy's Expected Result/Impact: Students will feel connected to their teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Post Cards for communication - 211 - Title I, Part A - \$2,000	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement weekly lunch bunch with administration Strategy's Expected Result/Impact: Students will feel connected with administrators Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 1: Annually increase the percentage highly satisfied students, parents, and community members responding "I am proud to have my child attending ME" on the annual parent survey 4.02 to 4.07 by June 2023.

Evaluation Data Sources: Parent Survey

Annually increase the percentage highly satisfied students, parents, and community members responding "I am proud to have my child attending ME" on the annual parent survey 4.02 to 4.15 by June 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop an academic communication feedback system to share progress with parents as per parent survey Strategy's Expected Result/Impact: Increase parent satisfaction Staff Responsible for Monitoring: Administration Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals
1	2	1	Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals
1	5	1	Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals
2	2	1	Implement Fundamental 5 instructional strategies with a yearly focus on Frame the Lesson and Critical Writing.
2	2	2	Intervention teachers, para professionals, and instructional coaches will work with teachers and students to support student learning.
2	2	3	Utilize K-2 mClass data to design intervention supports and progress monitor student growth
2	2	4	Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals
2	3	1	Implement Fundamental 5 instructional strategies with a yearly focus on Frame the Lesson and Critical Writing.
2	3	2	Intervention teachers, para professionals, and instructional coaches will work with teachers and students to support student learning.
2	3	3	Implement small group math instruction with concrete models, real world connections, and the use of manipulatives
2	3	4	Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals
4	3	1	Implement the Fundamental 5 book study, to include the book Close Like a Boss, with a focus on framing the lesson (with lesson closure) and critical writing
4	3	2	Monthly review of walkthrough data with leadership team *evidence of critical writing *evidence of lesson frames tied to TEKS
4	3	3	Quarterly walkthrough data reviews with teachers *evidence of critical writing *evidence of lesson frames tied to TEKS
4	3	4	Bi-weekly PLCs to analyze data, create an action plan, and progress monitor towards goals

State Compensatory

Budget for Memorial Elementary

Total SCE Funds: \$55,209.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Funds will be used to employ instructional aides to work with identified At-Risk students based on priority of need.

Personnel for Memorial Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Donna Thomas	Instructional Para	1
Kaitlin Loessel	Instructional Para	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jyoti Canton	Math Interventionist	Title 1	1.0
Rosie Williams	Instructional Para	Title 1	1.0
VACANCY	Instructional Para	Title 1	1.0

Campus Funding Summary

199-PIC 23, 33 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Instructional Paras		\$55,209.00
2	3	3			\$0.00
Sub-Total					\$55,209.00
Budgeted Fund Source Amount					\$55,209.00
+/- Difference					\$0.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Testing materials		\$150.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
2	2	4			\$0.00
2	3	4			\$0.00
4	3	4			\$0.00
Sub-Total					\$150.00
Budgeted Fund Source Amount					\$150.00
+/- Difference					\$0.00
199-PIC 37, Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Early Literacy/Dyslexia Coach		\$32,527.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00

199-PIC 37, Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
Sub-Total					\$32,527.00
Budgeted Fund Source Amount					\$32,527.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist		\$123,818.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
5	1	1	Post Cards for communication		\$2,000.00
Sub-Total					\$125,818.00
Budgeted Fund Source Amount					\$125,818.00
+/- Difference					\$0.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SPED Teacher		\$80,182.00

224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
2	3	4			\$0.00
4	3	4			\$0.00
Sub-Total					\$80,182.00
Budgeted Fund Source Amount					\$80,182.00
+/- Difference					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$33,635.00
1	1	2	Field Trips		\$350.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
2	1	1	CIS		\$21,892.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
3	1	1	CIS		\$0.00
3	1	4	Art Teacher		\$64,909.00
3	2	1			\$0.00
4	3	1			\$0.00

281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
Sub-Total					\$120,786.00
Budgeted Fund Source Amount					\$120,786.00
+/- Difference					\$0.00
Grand Total Budgeted					\$414,672.00
Grand Total Spent					\$414,672.00
+/- Difference					\$0.00

Addendums

Memorial Elementary Parental and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

Memorial Elementary agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESSA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESSA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available on the campus website to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Memorial Elementary will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

Parent Input meeting and the Campus Improvement Committee, along with parent members of ME, will meet to develop, review, update, and approve the campus parent involvement policy.

2. Memorial Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:

Throughout the school year, the Campus Improvement Committee, which includes parent representatives, will review the approved Campus Improvement plan. At the end of the school year, parents will have the opportunity to complete a survey that will provide the school with data on strengths and possible improvements. The Campus Improvement Committee will complete a comprehensive needs assessment in the spring.

3. Memorial Elementary will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

The meeting date, time, and location will be posted on the campus website, marque, and sent in campus and classroom newsletters and school messenger, as well as on social media and Class Dojo. For the 2021-2022 school year, the meeting will be offered virtually and in person.

4. Memorial Elementary will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

In September we have Open House - Skills for School Success in which parents are invited to learn more about the expectations for the grade level and what they can do to support at home. We hold our Title 1 Annual Parent Meeting in October and share what we offer at that time, as well. Teachers have parent conferences October - November of each year and will share this information with parents during conferences. Parents and teachers will sign a conference form documenting various topics, including those above.

5. Memorial Elementary will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

responding in writing via email or letter, in person, via telephone, Class Dojo messenger and/or social media outlet messengers.

6. Memorial Elementary will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

The State provides a parent portal regarding their child's performance on state assessments, as well as suggestions to support their child academically. Note that within the Ascender Parent Portal, there is access to state assessment performance.

7. At Memorial Elementary all teachers are content area certified. In the event that a child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not content area certified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) Memorial Elementary will notify parents by: ***sending home written notification regarding certification status with regulations. We will send notification letters via ClassDojo.***

8. Memorial Elementary will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

providing information at the beginning of the year Open House, during parent conferences in October and/or as requested by parent/teacher and holding an annual Title I, Part A Meeting at the beginning of the school year. Information will be communicated throughout the school year in campus and classroom newsletters, as well as the district and campus website.

9. Memorial Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, as appropriate, to foster parental involvement, by:

hosting an Open House event at the beginning of each school year and meeting with parents to discuss individual student needs throughout the school year. Academic nights to model and share ways to support children at home. Academic TIPS and information will be communicated throughout the school year in campus and classroom newsletters. PTA will offer PIT Stops, Parent Information Sessions throughout the year.

10. Memorial Elementary will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

encouraging parents to present information to staff during a faculty meeting at the beginning of the school year. Involving and utilizing parent representatives on various campus and district level committees.

11. Memorial Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start. The school will also conduct other activities that encourage and support parents in more fully participating in the education of their children, by:

While ME doesn't have a Head Start program on campus, we encourage parent involvement in the education of children at all grade levels.

12. Memorial Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

campus website, marque, announced on morning announcements, social media, Class Dojo, sent in campus and classroom newsletters and school messenger with statements that encourage parents to contact the school office for information in their home language.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Memorial Elementary, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, by providing the following opportunities:

- The campus will host Meet the Teacher prior to the school year to allow parents to meet staff and ensure a positive start to the new school year.
- The campus will host Open House night at the beginning of each school year to guide parents in ensuring student success in academics.
- The campus will host an in-person Book Fair in the Fall and Spring to encourage a life-long love of reading.
- The campus will encourage participation of any positive male role model through the DUDES (Dedicated Unicorn Dads/Dudes Engaging Students) to mentor students.
- The campus will encourage parents to complete the volunteer application at the beginning of each school year in order to assist in a variety of aspects throughout the school year (mentors, chaperones, etc.)
- The campus will host Parent Conferences throughout October and November, as well as when needed throughout the school year.
- The campus will incorporate the Memorial Elementary School-Parent Compact, distributed at parent conferences in October-November of each year.
- Academic events for parents to understand the curriculum and ways to support children at home.

**Parents are always welcome to join in activities before, during, and after school as per district policy.*

* * * * *

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with and agreed on with parents of children participating in Title I, Part A programs, as evidenced in the minutes of:

Memorial Elementary Campus Improvement Committee dated September 14, 2021

Parent Input Committee dated September 2, 2021

This policy was adopted by the Memorial Elementary Campus Improvement Committee on September 14, 2021 and will be reviewed annually. This policy was approved by the Parent Input Committee on September 2, 2021

The school will distribute this policy to all parents of participating Title I, Part A children on the district and campus website. Parents will be notified of the policy and how to access the policy during Parent Conferences in October.

It will be made available to the local community in October on the campus website.

Política de participación de padres y familias de Memorial Elementary

PARTE I. EXPECTATIVAS GENERALES

Memorial Elementary acuerda implementar los siguientes requisitos legales:

- De conformidad con la sección 1118, la escuela trabajará para garantizar que las políticas requeridas de participación de los padres a nivel escolar cumplan con los requisitos de la sección 1118 de la ESSA, y cada una de ellas incluya, como componente, un pacto entre la escuela y los padres consistente con la sección 1118 (d) de la ESSA.
- Las escuelas notificarán a los padres sobre la política en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender. La política estará disponible en el sitio web del campus para la comunidad local y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela.
- Al llevar a cabo los requisitos de participación de los padres del Título I, Parte A, en la medida de lo posible, la escuela proporcionará oportunidades completas para la participación de padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios, incluido el suministro de información y informes escolares requeridos bajo la sección 1111 de la ESSA en un formato comprensible y uniforme que incluye formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres entiendan.
- La escuela desarrollará su propia capacidad y la de los padres para una fuerte participación de los padres, a fin de garantizar una participación efectiva de los padres y para apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.
- La escuela proporcionará otro apoyo razonable para las actividades de participación de los padres según la sección 1118 de la ESEA según lo soliciten los padres.
- La escuela se regirá por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

- (A) que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos;
- (B) que se aliente a los padres a participar activamente en la educación de sus hijos en la escuela;
- (C) que los padres son socios de pleno derecho en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;
- (D) la realización de otras actividades, como las descritas en la sección 1118 de la ESEA.

PARTE II. DESCRIPCIÓN DE CÓMO SE IMPLEMENTARÁN LAS ESCUELAS REQUERIDAS

COMPONENTES DE LA POLÍTICA DE PARTICIPACIÓN PATERNA DE LA ESCUELA

1. Memorial Elementary tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto de su plan escolar de participación de los padres bajo la sección 1118 de la ESEA:

La reunión de aportes de los padres y el Comité de mejora del campus, junto con los padres miembros de ME, se reunirán para desarrollar, revisar, actualizar y aprobar la política de participación de los padres del campus.

2. La Primaria Memorial tomará las siguientes medidas para involucrar a los padres en el proceso de revisión y mejora escolar en virtud de la sección 1116 de la ESSA:

A lo largo del año escolar, el Comité de Mejoramiento del Campus, que incluye padres representantes, revisará el plan de Mejoramiento del Campus aprobado. Al final del año escolar, los padres tendrán la oportunidad de completar una encuesta que proporcionará a la escuela datos sobre las fortalezas y posibles mejoras. El Comité de Mejoramiento del Campus completará una evaluación integral de necesidades en la primavera.

3. Memorial Elementary celebrará una reunión anual para informar a los padres sobre la participación de la escuela en los programas del Título I, Parte A, y para explicar los requisitos del Título I, Parte A y el derecho de los padres a participar en los programas del Título I, Parte A. La escuela convocará la reunión a una hora conveniente para los padres y ofrecerá un número flexible de reuniones adicionales de participación de los padres, como por la mañana o por la noche, para que puedan asistir tantos padres como sea posible. La escuela invitará a todos los padres de niños que participan en los programas del Título I, Parte A a esta reunión, y los alentará a asistir, mediante:

La fecha, la hora y el lugar de la reunión se publicarán en el sitio web del campus, la marca y se enviarán en los boletines informativos del campus y del aula y en el mensajero de la escuela, así como en las redes sociales y Class Dojo. Para el año escolar 2021-2022, la reunión se ofrecerá de forma virtual y en persona.

4. Memorial Elementary proporcionará a los padres de los niños participantes información de manera oportuna sobre los programas del Título I, Parte A que incluye una descripción y explicación del plan de estudios de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños y los niveles de competencia que los estudiantes tienen. espera reunirse por:

En septiembre tenemos la jornada de puertas abiertas - Habilidades para el éxito escolar en la que se invita a los padres a aprender más sobre las expectativas para el nivel de grado y lo que pueden hacer para apoyar en casa. Celebramos nuestra Reunión Anual de Padres de Título 1 en octubre y también compartimos lo que ofrecemos en ese momento. Los maestros tienen

conferencias con los padres de octubre a noviembre de cada año y compartirán esta información con los padres durante las conferencias. Los padres y maestros firmarán un formulario de conferencia que documente varios temas, incluidos los anteriores.

5. La Primaria Memorial, a solicitud de los padres, brindará oportunidades de reuniones periódicas para que los padres formulen sugerencias y participen, según corresponda, en las decisiones sobre la educación de sus hijos. La escuela responderá a cualquier sugerencia tan pronto como sea posible por:

respondiendo por escrito por correo electrónico o carta, en persona, por teléfono, mensajero Class Dojo y / o mensajeros de medios sociales.

6. Memorial Elementary proporcionará a cada padre un informe individual del estudiante sobre el desempeño de su hijo en la evaluación estatal en al menos matemáticas, artes del lenguaje y lectura al:

El estado proporciona un portal para padres sobre el desempeño de su hijo en las evaluaciones estatales, así como sugerencias para apoyar a su hijo académicamente. Tenga en cuenta que dentro del Portal para padres de Ascender, hay acceso al desempeño de la evaluación estatal.

7. En la Primaria Memorial, todos los maestros tienen certificación de área de contenido. En el caso de que un niño haya sido asignado o haya sido enseñado durante cuatro (4) o más semanas consecutivas por un maestro que no esté certificado de área de contenido según el significado del término en la sección 200.56 de las Regulaciones Finales del Título I (67 Fed. Reg. 71710, 2 de diciembre de 2002) *enviar a casa una notificación por escrito sobre el estado de la certificación con las regulaciones. Enviaremos cartas de notificación a través de ClassDojo.*

8. Memorial Elementary brindará asistencia a los padres de niños atendidos por la escuela, según corresponda, para comprender los temas mediante la realización de las acciones descritas en este párrafo:

- los estándares de contenido académico del estado,
- los estándares de rendimiento académico estudiantil del estado,
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,
- los requisitos de la Parte A,
- cómo monitorear el progreso de sus hijos, y
- cómo trabajar con educadores:

proporcionar información al comienzo del año de puertas abiertas, durante las conferencias de padres en octubre y / o según lo soliciten los padres / maestros y llevar a cabo una reunión anual de Título I, Parte A al comienzo del año escolar. La información se comunicará a lo largo del año escolar en los boletines informativos del campus y del aula, así como en el sitio web del distrito y del campus.

9. Memorial Elementary proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación de los padres, mediante:

organizar un evento de puertas abiertas al comienzo de cada año escolar y reunirse con los padres para discutir las necesidades individuales de los estudiantes durante el año escolar. Noches académicas para modelar y compartir formas de apoyar a los niños en el hogar. La información y los CONSEJOS académicos se comunicarán a lo largo del año escolar en los boletines informativos del campus y del aula. La PTA ofrecerá paradas de PIT, sesiones de información para padres durante todo el año.

10. Memorial Elementary, con la ayuda de sus padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal sobre cómo comunicarse, comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de las contribuciones de padres, y en cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas, mediante: *alentar a los padres a presentar información al personal durante una reunión de la facultad al comienzo del año escolar. Involucrar y utilizar representantes de los padres en varios comités a nivel del distrito y del campus.*

11. Memorial Elementary coordinará e integrará, en la medida de lo posible y apropiado, los programas y actividades de participación de los padres con Head Start. La escuela también llevará a cabo otras actividades que alienten y apoyen a los padres a participar más plenamente en la educación de sus hijos, mediante:

Si bien ME no tiene un programa Head Start en el campus, alentamos la participación de los padres en la educación de los niños en todos los niveles de grado.

12. Memorial Elementary tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, y, a En la medida de lo posible, en un idioma que los padres puedan entender:

El sitio web del campus, la marca, los anuncios de la mañana, las redes sociales, Class Dojo, los boletines informativos del campus y el salón de clases y el mensajero de la escuela con declaraciones que alientan a los padres a comunicarse con la oficina de la escuela para obtener información en su idioma materno.

PARTE III. RESPONSABILIDADES COMPARTIDAS POR EL ALTO LOGRO ACADÉMICO DEL ESTUDIANTE

Memorial Elementary, en consulta con sus padres, elige comprometerse a desarrollar la capacidad de participación de los padres en la escuela y el sistema escolar para apoyar el logro académico de sus hijos, brindando las siguientes oportunidades:

tary, con la ayuda de sus padres, educará a sus maestros, personal de servicios para alumnos, directores y otro personal sobre cómo comunicarse, comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de las contribuciones de los padres, y sobre cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas, mediante:

alentando a los padres a presentar información al personal durante una reunión de la facultad al comienzo del año escolar. Involucrar y utilizar representantes de los padres en varios comités a nivel de campus y distrito.

11. Memorial Elementary coordinará e integrará, en la medida de lo posible y apropiado, los programas y actividades de participación de los padres con Head Start. La escuela también llevará a cabo otras actividades que alienten y apoyen a los padres a participar más plenamente en la educación de sus hijos, mediante:

- *El campus organizará Meet the Teacher antes del año escolar para permitir a los padres conocer al personal y asegurar un comienzo positivo para el nuevo año escolar.*
- *El campus organizará una noche de puertas abiertas al comienzo de cada año escolar para guiar a los padres a garantizar el éxito de los estudiantes en lo académico.*
- *El campus será el anfitrión de una Feria del Libro en persona en el otoño y la primavera para fomentar el amor por la lectura de por vida.*
- *El campus alentará la participación de cualquier modelo masculino positivo a través de los DUDES (Dedicated Unicorn Dads / Dudes Engaging Students) para guiar a los estudiantes.*
- *El campus alentará a los padres a completar la solicitud de voluntario al comienzo de cada año escolar para ayudar en una variedad de aspectos durante el año escolar (mentores, acompañantes, etc.)*
- *El campus organizará conferencias de padres durante octubre y noviembre, así como cuando sea necesario durante el año escolar.*
- *El campus incorporará el Pacto de la Escuela Primaria Memorial-Padres, distribuido en las conferencias de padres en octubre-noviembre de cada año.*
- *Eventos académicos para que los padres entiendan el plan de estudios y las formas de apoyar a los niños en el hogar.*

** Los padres siempre son bienvenidos a participar en actividades antes, durante y después de la escuela según la política del distrito.*

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PARTE IV. ADOPCIÓN

Esta Política de participación de los padres en la escuela ha sido desarrollada conjuntamente y acordada con los padres de niños que participan en los programas del Título I, Parte A, como se evidencia en las actas de:

Comité de Mejoramiento del Campus de la Primaria Memorial del 14 de septiembre de 2021

Comité de participación de padres con fecha 2 de septiembre de 2021

Esta política fue adoptada por el Comité de Mejora del Campus de la Primaria Memorial el 14 de septiembre de 2021

y será revisada anualmente. Esta política fue aprobada por el Comité de participación de los padres el 2 de septiembre de 2021.

La escuela distribuirá esta política a todos los padres de los niños participantes del Título I, Parte A en el sitio web del distrito y del campus. Los padres serán notificados de la política y cómo acceder a la política durante las conferencias de padres en octubre.

Se pondrá a disposición de la comunidad local en octubre en el sitio web del campus.