

La Porte Independent School District

Jennie Reid Elementary

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

At Jennie Reid Elementary, we educate all students within a safe, equitable, and inclusive environment that inspires them to meet their full potential, and prepares them to become productive members of society.

Vision

Commitments

- We are committed to providing a socially, emotionally, and physically safe environment for all students to thrive.
- We are committed to creating an inclusive community to provide all students with equal opportunities for growth.
- We are committed to inspiring our students to become productive, well-rounded members of society, no matter what path is chosen after graduation.
- We are committed to preparing every student to strive for growth in all facets of their learning.

A La Porte ISD graduate is:

Bulldog Proud...

Possesses confidence about the future
Values the total educational experience - academic, extra-curricular, and social
Stays connected to the LPISD family
Commits to lifelong support of LPISD programs

Prepared...

Possesses academic and technological proficiencies
Transitions to college and/or career equipped with the skills, goals, and plans for success
Values honesty and integrity
Demonstrates effective communication and collaboration skills

A Citizen...

Participates in the democratic process
Exhibits environmental responsibility
Respects cultural diversity
Recognizes and responds to community needs

An Explorer...

Thinks critically
Embraces productive membership in the global community
Values lifelong learning
Welcomes challenge and innovation

A Producer...

Recognizes the importance of systems thinking
Utilizes data and analysis to pragmatically solve problems
Exhibits courage to take risks and make tough decisions
Balances achievement and growth in both personal professional life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jennie Reid Elementary is one of thirteen campuses in La Porte independent School District. Jennie Reid Elementary opened its doors in 1981, and serves predominantly middle class and low-income families. Last year, Jennie Reid served approximately 415 students in grades kindergarten to fifth grade. Kindergarten and first grades are self-contained classes, with three sections in each grade-level. Second grade has two teams of departmentalized classes. Third grade has two teams of two departmentalized teachers. Fourth and fifth grades each have three departmentalized classes. Fourth grade has a reading and language arts teacher, a math teacher, and a science and social studies teacher. Fifth grade has a reading and language arts teacher, a math teacher, and a science teacher. Two of the teachers teach their own homeroom social studies, while one teaches it to two homerooms. Currently, we have 3 kindergarten, 3 first grade, 4 second grade, 4 third grade, 3 fourth grade, and 3 fifth grade class sections.

Our campus mobility rate is 14.9% and out average daily attendance rate for students is approximately 95%. Jennie Reid has been identified as a Title I school-wide campus for thirteen years. Our Title I program consists of parent involvement activities, primary literacy intervention, secondary math and literacy intervention, tutorials after school for math and reading, and materials to support our reading and math programs. Our 24 Emergent Bilingual (EB) students are provided services from our ESL teachers.

Jennie Reid Elementary has one Behavior Support Program (BSP) class, which currently serves 9 students in second through fifth grades, and one Focus On Communication and Understanding of Skills (FOCUS) class, which currently serves 10 students. Jennie Reid's special education resource students are serviced through inclusion support in the classroom, as well as pull-out resource support, as needed. Our campus is the location for the District Alternative Education Program (DAEP), where we serve students in kindergarten through fifth grades with serious discipline problems for an assigned number of days. The student population is approximately 6% African-American, 43% Anglo, 46% Hispanic, 1% Asian, and 3% two or more races. Approximately 56% of our students are economically disadvantaged, 10% receive Special Education services, 8% are Gifted and Talented, and 16% are Emergent Bilingual. The staff population is approximately 80% White, 5% African-American, 3% multi/other, 12% Hispanic, 8% male, and 92% female with over half of our teachers having more than 10 years of experience. Our staff consists of 100% highly qualified teachers and 100% highly qualified paraprofessionals. Jennie Reid's team of teachers is comprised of 20 classroom teachers, a PE teacher, a music teacher, 3 Special Education teachers, 3 Interventionists, a counselor, a nurse, 2 administration staff members, and 11 paraprofessionals. 73% of our professional staff members hold Bachelor's degrees, while 27% hold Master's degrees. This year, we have 6 new-to-our-district teachers joining our campus, of which 1 is returning to LPISD, and 2 are new to the teaching profession.

We have a newly-formed Parent Teacher Organization (PTO) Board, that was voted in at the end of the 2022-2023 school year. The board consists of seven parents who are excited to bring some new ideas and energy to our school. Though they are all new to their positions, and require lots of guidance, they have good ideas and suggestions. They are in the process of trying to grow the PTO and to include more parents who want to take an active role in the organization. They are streamlining the PTO processes and procedures.

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

Demographic Needs:

- To increase attendance rates, which remain lower than they were prior to COVID.
- To provide family and student resources, as our percentage of economically disadvantaged students continues to increase each year.
- To provide high-quality instruction to ALL student groups.
- To train and support our new teachers in all areas of need, throughout the school year.
- To grow our parental involvement and PTO.

Demographics Strengths

Jennie Reid Elementary has several strengths, which include:

- Over half of our teachers have more than 10 years of teaching experience.
- Our enrollment has increased this year, to just under 430 students.
- We have several area business partners that provide school supplies and help fill various other needs throughout the school year.
- Building in the south end of Morgan's Landing, a new housing development in our area, is helping to increase our enrollment.

Student Learning

Student Learning Summary

Jennie Reid Elementary received an 89 (B) in the Texas Education Agency's 2022 STAAR accountability rating system. The overall rating is based on scores in student achievement (86), school progress (90), and closing the gaps (88) among various racial, ethnic and socioeconomic groups. In 2022, all sub-populations met all targets in all areas, with the exception of our Hispanic students in math, in Closing the Gaps, and students who were non-continuously enrolled. The target for our Hispanic sub-population was 40%, and we scored 39%. Our students who were non-continuously enrolled also missed the target in reading (39/42) and math (41/45).

While we do not have current accountability ratings or specifics for the 2023 school year as of yet. The following reflects past years' sub-populations targets and scores, which will be updated as current information is received.

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

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

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

Looking at each grade-level and subject-area on the 2023 STAAR test, the scores fall into 4 categories: Did Not Meet (Low and High), High Approaches (Low and High), Meets, and Masters. Students in either of the ‘Approaches’ categories are likely to be successful in the next grade-level with targeted interventions in place, while students in the ‘Meets’ category have a high likelihood of success in the next grade, and the ‘Masters’ category indicates that students mastered the grade level expectations.

2023 STAAR TESTS	Jennie Reid El Approaches /Meets/Masters	District Approaches/Meets/Masters	State Approaches/Meets/Masters
3rd Math	81% / 53% / 11%	81% / 50% / 19%	72% / 44% / 19%
4th Math	74% / 48% / 22%	76% / 50% / 19%	70% / 47% / 22%
5th Math	99% / 66% / 26%	96% / 67% / 26%	79% / 50% / 21%
3rd Reading	79% / 50% / 17%	84% / 56% / 23%	77% / 51% / 20%
4th Reading	79% / 40% / 17%	82% / 44% / 18%	78% / 47% / 21%
5th Reading	93% / 77% / 34%	87% / 65% / 28%	81% / 56% / 28%
5th Science	83% / 61% / 35%	81% / 49% / 23%	64% / 34% / 15%

Overall, Jennie Reid scored the same as or higher than the state in all grade levels and subjects except 3rd grade math masters and 3rd & 4th grades reading meets and masters. While our campus scores are comparable to the district, most are lower, within six percentage points of district average. An area of concern is our 3rd grade and 4th grade meets and masters reading scores, which are below the district and state average. Our 5th grade science scores are notably above the district and state averages. Our percentage of students scoring at the masters’ level were lower than our district percentages in 3rd grade math and 3rd and 4th grade reading. This is an area of concern for us.

STAAR TESTS	2020-2021			2021-2022			2022-2023		
	APPROACH	MEETS	MASTERS	APPROACH	MEETS	MASTERS	APPROACH	MEETS	MASTERS
3rd Math	91%	52%	20%	79%	48%	17%	81%	53%	11%
4th Math	76%	45%	27%	84%	48%	31%	74%	48%	22%
5th Math	95%	71%	28%	91%	57%	28%	99%	66%	26%

Compared to our 2022 STAAR test results, our 2023 STAAR test data indicates that our scores fluctuated in various areas. Our 3rd grade math scores increased 2 percentage points in approaches, and 5 percentage points in meets. Our 4th grade math scores fell 10 percentage points in approaches and 9 percentage points in masters, from 2022. Our scores in 5th grade math increased at the approaches and meets levels from 2022 to 2023. Looking at cohort groups shows that our 4th graders from 2022 grew from 84% approaches and 48% met, to 99% approaches, and 66% met. Our 3rd grade reading scores fell 6 percentage points in approaches, 4 percentage points in meets, and 18 percentage points in masters. Our 4th grade reading scores reveal deficits across all levels, approaches, meets, and masters, from 2022 to 2023. Our 5th grade reading STAAR scores reveal a 5% increase in approaches, 14% increase in meets, and a 4% decrease in masters from 2022. A closer look reveals that the 5th grade reading cohort grew 6 percentage points in approaches, 19 percentage points in meets, and 2 percentage points in masters.

MATH

Math scores for the last three STAAR administrations in 3rd grade reveal a dip from 2021 to 2022, then growth from 79% approaches in 2022 to 81% approaches in 2023. Our 4th graders in 2021 were at 76% approaches, then increased to 84% approaches in 2022, but decreased to 74% approaches in 2023. In 2021, our 5th graders were at 95% approaches, decreased to 91% approaches in 2022, then climbed to 99% in 2023. A look at cohort groups reveals a 5% drop in students who moved from third grade in 2022 to fourth grade in 2023, and a 15% increase in students who moved from 4th grade in 2022 to fifth grade in 2023.

Math	2021	2022	2023
3rd	91%	79%	81%
4th	76%	84%	74%
5th	95%	91%	99%

	3rd Grade Math			4th Grade Math			5th Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	81%	53%	11%	74%	48%	22%	99%	66%	26%
Male	85%	65%	15%	70%	53%	20%	98%	68%	33%
Female	78%	42%	8%	79%	43%	25%	100%	64%	18%
Hispanic	82%	52%	15%	64%	36%	18%	96%	44%	22%
White	80%	53%	10%	79%	58%	29%	100%	80%	29%
Eco Dis	78%	51%	7%	66%	39%	16%	98%	53%	20%
SpEd	45%	27%	0%	50%	33%	17%	100%	46%	31%
GT	100%	91%	36%	100%	89%	67%	100%	100%	58%

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

- Third grade math scores dipped from 2021 to 2022, then began to climb in 2023.
- While male students performed higher than females in 3rd grade math, females out-performed males in the 4th and 5th grade math..
- 100% of female, white, SpEd, and GT students scored at least the approaches level in 5th grade math.
- Our Hispanic students in 3rd grade scored higher in approaches than all sub-pops in 3rd grade, except GT.
- In 3rd and 5th grades, the percentage of male students scoring at the masters level is almost double that of females students.

READING LANGUAGE ARTS

Reading scores for the last three STAAR administrations reveal a steady decline 3rd grade reading approaches scores from 92% in 2021 to 85% in 2022, followed by another dip to 79% in 2023. Fourth grade reading approaches scores started at 73% in 2021, then increased to 87% in 2022, only to see a decline to 79% in 2023. Our 5th graders started at 94% approaches in 2021, showed a decrease to 88% approaches in 2022, then increased to 93% approaches in 2023. Looking at cohort groups of students who moved from 3rd grade to 4th grade this year, they fell 6 percentage points. Students who moved from fourth to fifth grade this year saw an increase of 6% in approaches.

Reading	2021	2022	2023
3rd	92%	85%	79%
4th	73%	87%	79%
5th	94%	88%	93%

	3rd Grade Reading			4th Grade Reading			5th Grade Reading		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	79%	50%	17%	79%	40%	17%	93%	77%	34%
Male	82%	47%	15%	73%	30%	17%	90%	73%	28%
Female	75%	53%	19%	86%	50%	18%	97%	62%	42%
Hispanic	82%	48%	12%	75%	36%	14%	93%	67%	19%
White	80%	60%	27%	79%	42%	21%	95%	83%	44%
Eco Dis	73%	44%	10%	76%	32%	13%	88%	63%	15%
SpEd	36%	18%	0%	67%	17%	0%	85%	46%	8%
GT	100%	100%	55%	100%	100%	44%	100%	100%	92%

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

- Our Special Education (SpEd) scores improved to 85% approaches in 5th grade in 2023.
- While males out-perform females in 3rd grade, females out-perform males in 4th and 5th grade reading.
- Our economically disadvantaged students scored lower than most sub-pops in 3rd, 4th, and 5th grades.
- 100% of our GT students minimally scored at the meets level in all grade-levels.

SCIENCE

Science	2021	2022	2023
5th	86%	85%	83%

	5th Grade Science		
	Approaches	Meets	Masters
All Students	83%	61%	35%
Male	85%	65%	40%
Female	81%	56%	28%
Hispanic	81%	54%	23%
White	85%	68%	41%
Eco Dis	74%	44%	15%
SpEd	67%	58%	25%
GT	100%	100%	83%

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

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

Jennie Reid Elementary needs to continue to ensure that our students are given the character and skills development to affords them the opportunity to become productive members of society. Our goal is to have at least 90% of all students (3rd-5th) and student subgroups (Economically Disadvantaged, Hispanic, African American, and White) meet standards on

state mandated assessments (STAAR). In regards to STAAR advanced level performance, the campus goal is to have at least 40% perform on advanced level in reading and mathematics for ALL students. Based on review of the data, the instructional process must continue to increase the rigor of instruction and provide targeted intervention to specific groups, as seen in the data.

Effective research-based tutorials and interventions will be provided to those students who failed a STAAR test last year, as addressed in HB 1416. Each student who failed the math STAAR test or reading STAAR test will receive 15-30 hours of specific TEKS-aligned instruction, grounded in effective instructional strategies and materials per subject (math and/or ELAR) throughout the school year. Continuous staff development is needed in the area of critical thinking, higher-level thinking, vocabulary instruction, problem solving, and differentiation. Jennie Reid Elementary needs to continue to improve in student tutorials and interventions for struggling students in at-risk and economically disadvantaged subgroups. Title I funding is needed to support our accelerated learning and interventions.

The following table shows Jennie Reid’s Reading and Math MAP scores from Fall, Winter, and Spring 2022-2023 (1st-5th grades).

	MAP Reading Percentile			MAP Math Percentile		
	Fall	Winter	Spring	Fall	Winter	Spring
1st grade	41%	54%	56%	40%	50%	53%
2nd grade	52%	59%	50%	41%	50%	47%
3rd grade	59%	66%	59%	56%	74%	74%
4th grade	64%	67%	60%	53%	51%	53%
5th grade	63%	64%	64%	65%	64%	61%

The MAP (1st-5th) reading and math assessment analysis of scores for the 2022 - 2023 school year reveals the following:

- 1st grade Fall to Spring MAP data shows a 15 percentage point increase in reading, and a 13 percentage point increase in math.
- The data shows increases from Fall to Spring in 1st and 5th grades in reading, and 1st through 3rd grades in math.
- Our 3rd grade reading and 4th grade math began and ended the year at the same percentage.

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

	Kindergarten			First			Second		
	Above	On	Below	Above	On	Below	Above	On	Below
2018-2019	11%	36%	53%	25%	30%	45%	47%	20%	33%
2020-2021	35%	16%	49%	50%	11%	39%	34%	36%	30%
2021-2022	32%	15%	53%	60%	18%	22%	51%	21%	28%
2022-2023	48%	30%	22%	34%	23%	44%	24%	21%	55%

The BAS K-2 reading assessment analysis of scores for the 2022 - 2023 school year reveals the following:

- 78% of our kindergarten students ended the year on level or above.
- 55% of our first grade students ended the year on level or above.
- 55% of our second grade students finished the school year below level in reading.

The following table shows Jennie Reid's 2022-2023 Wave 3 data for the Texas Kindergarten Entry Assessment (current 1st graders):

Measure	2020-2021			2021-2022			2022-2023		
	On Track	Monitor	Support	On Track	Monitor	Support	On Track	Monitor	Support
Vocabulary: Overall Measure	82%	5%	13%	76%	7%	16%	92%	2%	7%
Letter Names	100%	0%	0%	75%	15%	10%	87%	7%	7%
Spelling: Overall Measure	80%	11%	8%	79%	9%	12%	80%	10%	11%
Listening Comprehension: Overall Measure	79%	2%	19%	78%	3%	19%	92%	0%	9%
Decoding: Overall Measure	66%	10%	24%	74%	6%	21%	73%	3%	25%
Letter Sounds: Overall Measure	77%	11%	11%	78%	3%	19%	64%	25%	11%
Blending: Overall Measure	82%	3%	15%	79%	3%	18%	87%	3%	11%
Math: Overall Measure	81%	8%	11%	66%	7%	26%	77%	10%	14%
Science: Overall Measure	97%	3%	0%	100%	0%	0%	98%	3%	0%
Social Emotional Competence	89%	3%	8%	91%	4%	4%	--	--	--

The 2022-2023 Wave 3 Texas Kindergarten Entry Assessment reveals the following about our current first graders:

- Kindergarten students in 2023 ended the year with less letter sound knowledge than the previous 2 years.
- The percentage of students leaving kindergarten needing support in all areas, except decoding, have decreased.
- Decoding is an area of concern, as 25% of our students require support in this area.
- Our first grade students will need supports in math, as only 77% will start on-track.

Student Learning Needs:

- To increase our third and fourth grade math scores on STAAR.
- To increase our third and fourth grade reading scores on STAAR.

- To increase the percentage of students ending the year below grade level on BAS in first and second grade.
- To increase the percentage of students who are on level on Tx KEA in math and decoding when they leave kindergarten.

Student Learning Strengths

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

- While our yearly grade-level STAAR scores appear to be falling, our student cohort groups are showing growth.
- 15% of our math student cohort group who moved from 4th grade in 2022 to 5th grade 2023, scored in the approaches category on the STAAR.
- 1st grade Fall to Spring MAP data shows a 15 percentage point increase in reading, and a 13 percentage point increase in math.
- 78% of our kindergarten students ended the 2023 school year on or above level in BAS reading.
- 92% of our kindergarten students ended the 2023 school year on track in listening comprehension and vocabulary.

School Processes & Programs

School Processes & Programs Summary

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

In 2022-2023, an additional district-level math coach and a STEM Coordinator was added, as we offered a STEM academy on our campus for 3rd & 4th grade. This year, we will begin 1-day stem lessons with 2nd grade and MakerSpace carts have been provided for first grade teachers to use with their classes. This year, an additional math coach, science coach, and special education coach was hired to support our campuses. These coaches support campus instruction, as well as provide curriculum calendars and resources for our teachers.

We strive to keep a consistent tutoring schedule, with the same certified tutors, who already know the students and staff. We have a half time 3rd-5th reading tutor, as well as a half-time 1st and 2nd grade tutor from about October through April. These tutors provide push-in and pull-out tutoring as a tier II intervention.

New student information is tracked to identify immediate needs. The master schedule supports student management needs, while instructional time needs to be protected and class interruptions need to be minimal. MTSS/RTI is embedded in the master calendar at the beginning of each year, in 6 week increments. PLCs focus on instructional planning and data review/discussions. Student clubs, before or after school, support enrichment of student interests, such as robotics, chess club, Student Council, and Early Act.

The district curriculum, TEKS Resource System, is available to all teachers. TEKS Resource System is used by teachers with the support of the district math, reading and science coaches, allowing them to access the vertical alignment documents and other resources it provides across all subjects. The support of coaches has impacted Tier I instruction on campus and improvement of student learning. Teachers are aware of campus vertical needs and “hot spots” and are included in all STAAR trainings to support the priority standards across grade levels. Our ELAR teachers have access to HMH Reading curriculum and use it as a resource for teaching reading. They refer to TEKS Resource System and the calendars provided by our coaches to guide their planning. They also have a leveled literacy library and a science materials room available. PLCs and after school professional development allow teachers an opportunity to learn more about readiness standards and the vertical impact. In addition, PLCs throughout the year allow teachers an opportunity to look at their student data, set SMART goals, and make action plans that support the students’ needs.

We have three interventionists on our campus, with two mostly focusing on reading and a third focused on math. One interventionist focuses on our beginning readers in first and second grades. Another interventionist focuses on 2nd and 3rd grade reading and math intervention for struggling students. Our reading interventionists are trained in dyslexia intervention. Our third interventionist focuses on math with our third through fifth grade students; however, she also pulls students in need of extra practice in reading. Teachers are offered the opportunity to tutor after school; however, many choose not to tutor until at least January.

This year, we built a Roadrunner Intervention time into the schedule for the first 30 minutes of each day for every grade-level. During this time, teachers pull small groups of students to work on targeted skills, while other students finish incomplete work, work on computer-based interventions based on their assessment data, or read. All extra staff, such as specials teachers, library aide, computer aide, and ISS aide are assigned to a grade-level to pull an additional intervention group, as well.

Although materials are readily available, funding is needed to continue to support science and literacy materials. We are excited about receiving 17 laptop carts with 25 new laptops on each cart, for use in every first through fifth grade classroom. This one-to-one initiative will increase the availability of technology integration and increase student engagement. This has allowed us to distribute I pads to each kindergarten classroom teacher. We find that students in lower grades are more familiar with the touch-screen devices, and it takes time to learn to manipulate with a mouse, a skill that must be taught.

Our STEM lab is set up and serving second, third, and fourth grade students through hands-on lessons taught by our district STEM facilitator and teachers. Teachers are in the process of being trained to plan for and provide STEM lessons, and professional development is being provided. MakerSpace carts have been delivered and teachers in kindergarten and first grade have been trained on how to use them to begin introducing STEM concepts at a younger age.

School Process and Programs Needs:

- To provide more incentives for teachers to tutor students beginning earlier in the school year.
- Provide professional development and resources necessary to provide high-quality accelerated instruction to struggling students.
- STAAR 2.0 designed practice items are needed to expose students to the new format.

School Processes & Programs Strengths

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

- TEKS Resource has been updated with curriculum guides and calendars for all core subjects.
- New and improved PLC protocols will enable deeper discussions of planning for tier I instruction and remediation, when necessary.
- The literacy library is well organized and stocked with sets of books for use in guided reading groups, or to send home in reading folders.
- Our one-on-one student computers and laptop carts in first through fifth grades enable all students to access technology simultaneously.

Perceptions

Perceptions Summary

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

We want our campus to appear clean and well-kept. During the summer of 2023, our entire building was painted, including every room, hallway, and the gym. We also added a new mural to the cafeteria. Safety is also a priority at Jennie Reid. We recently had a doorbell camera installed outside our front doors, which requires visitors to request entry before being buzzed into the building. The addition of multiple additional cameras in and around our building will allow for better views of all aspects of our building. We also added a phone/PA system SRP initiation and completion system. Additionally, we are adding new six-foot fences around the school's perimeter and safety window film on all windows that are not encompassed by the property fence line.

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

We sent out a 14-question survey to parents at the end of last year. A total of 50 parents completed our survey. About 97% of parents reported that they feel comfortable entering the building and 95% reported that their child likes going to school at Jennie Reid. About 90% of parents feel that their child is supported by the counselor, but the other 10% neither agree or disagree. About 18% of parents are unsure if the school provides appropriate responses to bullying. 97% of parents report being overall satisfied with Jennie Reid, while 88% think the administration does a good job of communicating. Most parents prefer callouts, email and Remind for communication. About 92% of parents reported feeling that the rigor of instruction is appropriate for their student and 91% feel that their child feels comfortable asking questions in class. While 97% of parents feel comfortable talking with their child's teacher about problems and/or progress, only 88% feel they receive continuous feedback about their student's learning. About 98% of parents who responded report that the teachers respond to them in an appropriate amount of time. Most of the comments at the end of the survey were about how wonderful our teachers are!

Our 3rd through 5th graders completed a student survey at the end of the year. The survey revealed that 85% of 3rd, 4th, and 5th graders felt they learned a lot this year, while only 72% felt challenged. 88% of students reported that they understood the behavior expectations from their school, while 75% of the students reported that they felt like safe at school. It is important to note that this survey was conducted during the last month of school. While 89% of students reported that their teachers encouraged them to do their best, and 75% reported that their teachers treated them fairly, only 72% felt like their teachers respected them.

Our stakeholders were asked about needed updates or improvements they would like to see at Jennie Reid. As for building updates, there is a need for new conference room furniture in our data room. The furniture that is currently in the room is at least 15 years old, if not older. Many of the chairs are scratched up, broken, and/or the cushions are coming loose. Furthermore, our building has a need for new teacher desks, as many have been removed from classrooms because they became unsafe or broken after being moved in order to clean carpets. Some teachers are using tables instead of desks. In addition to updating the student and staff restrooms, our nurses' office lacks functionality, due to the limited space available. There are not separate rooms where sick children can be separated from children coming to the clinic for medicine or minor injuries, nor is there space for a washer and dryer, which most school clinics have.

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

Perception Needs:

- Several items within the building (teachers desks and chairs, tables, carpet, library circulation desk) need to be updated.
- The outside of our school needs more parking space and an extended covered awning.
- Response to bullying needs to be addressed with all stakeholders, as 82% of parents reported neither agree or disagree or they disagree that we respond appropriately to bullying.

Perceptions Strengths

Jennie Reid has several perceived strengths, to include:

- The addition of our doorbell and camera has greatly improved safety and security.
- Students and staff are reportedly happy about the upcoming bond improvements to our building.
- Our parent survey showed that 97% of parents surveyed are overall satisfied with Jennie Reid.
- Overall, students feel that they are encouraged at Jennie Reid.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data





- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Increase STAAR reading and math scores to 90% approaches, 70% meets, and 35% masters across all STAAR grade-levels.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide before, during, and/or after-school tutorials & intervention for students who have previously failed or are at risk of failing the reading and/or math STAAR.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Teachers</p> <p>Funding Sources: Funds for tutorials during the day - 211 Title I, Part A - \$19,221, Funds for tutorials before school and after school - 211 Title I, Part A - \$5,000, Funds for ESSR Interventionist - 282 ARP ESSER III - \$74,325</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize instructional materials, including manipulatives, books, and technology devices, specifically designed to ensure that all student populations (GT, EB, SpEd) may access learning in a way that best serves their needs.</p> <p>Strategy's Expected Result/Impact: All students will be able to access learning at all levels.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Materials - 263 Title III, LEP - \$594</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Increase our growth measure to 85 points on STAAR, based on both reading and math, across fourth and fifth grade.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Tier III interventions, through the use of Interventionists or tutors, to students who are struggling in reading and math, in order to close the gaps.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in students receiving Tier III tutoring.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Interventionist - 211 Title I, Part A - \$34,894</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct PLCs with a focus on planning Tier I instruction and student data discussions in order to identify, intervene, and monitor specific students who show academic need in core subjects.</p> <p>Strategy's Expected Result/Impact: Through the use of ongoing, just in time intervention, students will make or exceed expected growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: To increase performance of all students on BAS in grades K-2, to a goal of 75% reading on grade-level or above by the end of the year.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct PLCs to discuss and document student growth, areas of concern, and interventions in place, and change or add interventions as needed, based on TXKEA and BAS data.</p> <p>Strategy's Expected Result/Impact: Through successful intervention and monitoring, students will meet or exceed expected growth on BAS by the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Build students' phonemic awareness through explicit phonics instruction, using instructional materials such as Heggerty, HMH, and other phonics-based instructional materials.</p> <p>Strategy's Expected Result/Impact: Increase phonemic awareness on TX KEA</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Materials - 211 Title I, Part A - \$700</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: Increase the performance of Special Education students, such that 50% or more will score at the approaches, meets, or masters level in math and reading on STAAR.





Evaluation Data Sources: (F) IEP Progress Reports
(S) STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Include the Special Education Resource teacher in PLCs and RTIs to discuss specific skill targets, accommodations, and high-yield instructional strategies that should be used to support each student.</p> <p>Strategy's Expected Result/Impact: Increased performance by Special Education students.</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: Increase the performance of all students in 1st - 5th grades on MAP reading and math average percentiles by a minimum of 10% from BOY to EOY.





Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize MAP goal setting templates with 1st-5th grade students to assist in setting growth goals. Strategy's Expected Result/Impact: Student track expected RIT growth. Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use MAP data to determine which students need intervention and group them according to skill. Strategy's Expected Result/Impact: Intervention groups formed based on skill deficits Staff Responsible for Monitoring: Teachers/Principal/AP</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Decrease discipline referrals by 10%, by promoting safety and good character throughout our school.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote a safe learning environment by having Restorative Circles and providing character education via Character Strong curriculum, at least once per month for all students.</p> <p>Strategy's Expected Result/Impact: Student discipline referrals will decrease as the number of Restorative Circles increase.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize positive character traits and good work habits in students and staff through the use of a variety of recognition methods, including: GRIT Cards, goal bell ringing, staff shout-outs and personal notes, morning announcements, etc.</p> <p>Strategy's Expected Result/Impact: Students and staff will respond to praise and recognition by continuing to work hard at good character and work habits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide expectations for behavior throughout the building as part of our PBIS system, as well as our Dare program in PE.</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge of personal safety and ways to keep others safe.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train students and staff on the SRP protocols and use them to perform monthly or semester drills, in order to facilitate a safe and secure learning and working environment.</p> <p>Strategy's Expected Result/Impact: All school personnel and students will remain safe in emergency situations, should they occur during the school day.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Attract, develop and retain excellent staff.

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: At least 10% of faculty will present professional development training or lead a vertical team meeting with our faculty throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their professional knowledge by participating in shared professional development ideas and resources.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a minimum of 3 opportunities for professional development in the area of Special Education and mental health, (including Behavior and Inclusion) to faculty members.</p> <p>Strategy's Expected Result/Impact: Teachers will identify and understand the best instructional/behavioral strategies to use with special populations.</p> <p>Staff Responsible for Monitoring: Counselor Resource Teacher BSP Teachers</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$700</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Attract, develop and retain excellent staff.

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

Evaluation Data Sources: End of year Staff Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for recognition of hard work, including notes of appreciation, Monday Message shoutouts, holiday scavenger hunts, jeans day passes, and caller races, to show appreciation of staff.</p> <p>Strategy's Expected Result/Impact: Build morale among staff members</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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


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


Strategy 1 Details	Reviews			
<p>Strategy 1: Increase family engagement and parental involvement through PTO involvement in things such as fund raisers, spirit shirts/nights, and Supper with Santa. Strategy's Expected Result/Impact: Parents will feel more connected and welcome in our school. Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host parental/community involvement activities, such as: * Title I Open House *Veteran's Day Program *Family Literacy Night *STEM Night *Get Off The Couch Night *GT and Art Expo Night Provide hands-on, make-and-take, real world activities. Strategy's Expected Result/Impact: At least 30% of our student's family members will participate in parental involvement activities. Staff Responsible for Monitoring: Counselor Funding Sources: Supplies & Miscellaneous - 211 Title I, Part A - \$600</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide at least 2 opportunities throughout the school year for school-wide parent/teacher conferences. Strategy's Expected Result/Impact: Parents will be apprised of student strengths/weaknesses, and gain awareness of how to work with their child to help.</p>	Formative			Summative
	Nov	Jan	Apr	June

Staff Responsible for Monitoring: Principal
Assistant Principal

Additional Targeted Support Strategy

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 2: Increase parent communication by providing multiple platforms for sending and receiving information.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize technology, such as social media, Remind, School Messenger, Smore, and the school website to increase parent participation.</p> <p>Strategy's Expected Result/Impact: Communication with parents will be increased.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase our school's social media footprint by encouraging teachers to Tweet about great things happening in their classrooms and on their grade levels via the Social Media Committee.</p> <p>Strategy's Expected Result/Impact: Parents get to see and know about more activities taking place in their child's school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Social Media Committee members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: Increase yearly attendance rate by providing various attendance incentives to all students, each 6 weeks, throughout the school year.

High Priority





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

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

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus staff, district instructional technologists, and bi-monthly Technology Tips to provide professional development in the use of technology applications to track student progress.</p> <p>Strategy's Expected Result/Impact: Student engagement will be increased through the use of technology in classrooms, and teachers will utilize data from technology applications to drive instruction.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize instructional technology applications and resources, such as but not limited to, BrainPop, Study Island, and Reading Eggs, and Lead4ward Field Guides to engage students in learning in core areas, gather data in order to drive instruction, and effectively plan meaningful instruction.</p> <p>Strategy's Expected Result/Impact: Student engagement will be increased through the use of technology applications, and teachers will utilize the data applications to drive instruction.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: Technology Applications - 211 Title I, Part A - \$2,629</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Utilize district math, reading, science, and SpEd coaches to support instructional programs on campus to increase math, reading, and science scores to meet the 90/70/35 goal, for approaches, meets, and masters STAAR levels.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district math and reading coaches will support instructional programs on campus by planning with and/or observing our math and reading teachers at least 5 times throughout the year to discuss instructional strategies, as evidenced by follow-up emails.</p> <p>Strategy's Expected Result/Impact: Students will score at the 90/70/35 level on STAAR in math and reading.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district STEM Coordinator will support STEM instruction at all grade-levels by planning activities, preparing supplies needed, training on the use of MakerSpace carts for Kinder and first grades, and working with 2nd through 4th grade teachers to complete STEM projects.</p> <p>Strategy's Expected Result/Impact: Students will practice problem-solving strategies while solving real-world problems.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

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

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for tutorials during the day		\$19,221.00
1	1	1	Funds for tutorials before school and after school		\$5,000.00
1	2	1	Interventionist		\$34,894.00
1	3	2	Reading Materials		\$700.00
3	1	2	Professional Development		\$700.00
4	1	2	Supplies & Miscellaneous		\$600.00
5	1	2	Technology Applications		\$2,629.00
Sub-Total					\$63,744.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials		\$594.00
Sub-Total					\$594.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for ESSR Interventionist		\$74,325.00
Sub-Total					\$74,325.00