

# **La Porte Independent School District**

## **Leo A. Rizzuto Elementary**

### **2023-2024 Improvement Plan**



# Mission Statement

The mission of Leo A. Rizzuto Elementary is to maintain a high standard of excellence by educating each child to his or her highest potential.

## Vision

The vision of Leo A. Rizzuto Elementary is to ensure success for all students and to produce life-long learners and leaders of tomorrow.

### **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

Leo A. Rizzuto Elementary is one of thirteen La Porte Independent School District campuses. The school opened its doors in 1984 and served predominantly middle-class and low-income families. As of August 25, 2023, our current enrollment is 334 students.

- Kindergarten:39
- 1st grade:50
- 2nd grade:61
- 3rd grade:56
- 4th grade:67
- 5th grade:61

The general education program services Kinder through 5th-grade students. Leo A. Rizzuto Elementary serves students with varying needs in programs, such as:

- Inclusion or Resource Support
- Speech/Occupational Therapy/Physical Therapy
- District Behavior Support Programs
- SAIL Special Education Program (Autism)
- Emergent Bilingual (E.B.) services through English as a Second Language (E.S.L.)
- 504 Services

Grade	SPED	BSP	SAIL	504	GT	EB
E.E.	0	0	0	0	0	0
K.G.	1	0	1	0	0	2
1	5	1	1	0	2	4
2	11	1	6	2	9	2
3	6	1	5	1	5	3
4	7	4	3	4	7	4
5	12	1	3	4	12	5
Total	42 (13%)	8 (2%)	19 (6%)	11 (3%)	35 (11%)	20 (6%)

Leo A. Rizzuto Elementary is identified as a School-wide Title I campus. Our program consists of parent involvement activities, which include two Annual Title I Parent Nights, Volunteer Brunch Celebration, Meet the Teacher, WATCH D.O.G.S.(Dads of Great Students), mentoring, volunteering, G.T. Showcase, parent conference meetings, and Family Nights throughout the year. These events are held to give parents a better understanding of the curriculum, increase parent involvement, and showcase student achievement. Administrators will give out a parent survey at the beginning of the year to gather parents' input on their needs/interests. Ms. Mansfield will schedule coffee with the Counselor sessions monthly to assist parents in the most requested areas. Title I money is used to help fund tutoring assistance for our Tier 2 and Tier 3 students. This tutoring intervention is provided primarily by current campus teachers and retired teachers before, during, and after school for students struggling in English Language Arts, Reading, Math, and Science. Additional professional development, resources, parental involvement needs, and a portion of our elementary interventionist's salary are funded through Title I. The elementary interventionists provide academic intervention to our Tier 3 students in core content areas. We have one certified tutor who assists with the language acquisition of our Emergent Bilinguals (E.B.) students. Our Title III funds allow us to provide Tier 2 and Tier 3 students with tutoring that focuses on the needs and best practices of Emergent Bilinguals (E.B.s).

## **Demographics Strengths**

Strengths that stand out on our campus:

- We have seen excellent student progress by implementing our BLAST (Building Lasting Academic Success Together) tutoring program. Our frequent monitoring of student growth/decline is a strength. Teachers collaborate with the interventionists and tutors daily. Grouping is fluid and based on current data and teacher data analysis.
- We provide weekly Tier 2 and Tier 3 intervention through our Rocket Time instruction, and Tier 3 instruction is provided to all struggling students by our interventionists, auxiliary staff, and hired certified tutors.
- We communicate through various mediums (digital and print) to help ensure that our messages reach the demographic spectrum of parents.
- Low teacher turnover rate
- Active and robust parent involvement & PTO
- Highly qualified staff, administrators, and paraprofessionals

Leo A Rizzuto Elementary Clubs

- Robotics Club- upper grades
- Robotics Club - primary grades
- Knitting Club
- Drama Club
- Student Council
- Computer Coding Club
- Lemonade Stand Club
- Rizzuto Choir
- Secret Society of Readers
- UIL

# Student Learning

## Student Learning Summary

Our most current accountability data is from 2022 and 2023, as noted below. On August 15, 2022, the Texas Education Agency announced the state accountability ratings. Leo A. Rizzuto Elementary received a state accountability rating of "A" for the 2021-2022 school year and three distinction designations in science, post-secondary readiness, and comparative closing the gaps. Our campus received 90 out of 100 possible accountability points. The 2023 accountability ratings have been delayed by the Texas Education Agency.

STAAR Performance Data Tables were analyzed for the past three years to determine trends in the progress of all student testers. Reading scores and some Math scores were above district and state. Science scores decreased by 3% from 2022 to 2023. When further examining 2023 subgroups, current special education students scored significantly lower on Reading, Math, and Science at the Approaches grade level. EB students scores were lower than the All Students Approaches category for all subjects except the 5th grade Math Approaches category. Hispanic, White, and economically disadvantaged students all had percentages in the '70s or higher for the Approaches performance level in Reading, Math, and Science.

STAAR Subject	2021	2022	2023
Math	86%	88%	88%
Reading	87%	92%	89%
Science	94%	87%	84%
Writing	76%	NA	N/A

Below is a breakdown of Leo A. Rizzuto's 2023 STAAR performance by subject and grade level utilizing the STAAR Summary Reports received in August 2023. The state performance levels are Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. According to the State of Texas Assessments of Academic Readiness (STAAR®), a master's means that "students are expected to succeed in the next grade or course with little or no academic intervention." Meets means "students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention." Approaches mean students passed and "are likely to succeed in the next grade or course with targeted academic intervention."

2023 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	20%	80%	42%	12%
4th Math	14%	86%	73%	41%
5th Math	3%	97%	66%	28%
3rd Reading	12%	88%	73%	32%
4th Reading	13%	88%	55%	27%
5th Reading	10%	90%	74%	36%
5th Science	16%	84%	53%	17%

Subgroup comparisons of all STAAR data indicated the following:

- Hispanic students scored higher than African-Americans in Science Meets and Masters categories. Hispanic and African American scores exceeded Whites in all categories for 3rd grade Reading. In 4th grade, Hispanic scores exceeded both White and African American for the Meets and Masters categories.
- Hispanic students scores exceeded the All Students group in all categories for Reading for 3rd grade and above for 4th grade Meets and Masters categories. Hispanic performance for 5th grade reading was below the All Students groups for all categories.
- Hispanic students scored 3% lower at the Approaches grade level and 5% lower for Masters category in Science.
- In Math, all African-American students met the Approaches performance level for 3rd and 5th grade but scored 13% -22% lower than Hispanic and White students at the Meets grade level for 5th grade.
- African-American student scores exceeded the White and Hispanic students at the Meets grade level for 3rd grade.
- White students scored lower than the All Students group in the Approaches category on all tests except 4th grade Reading and 5th grade Science.
- In all categories, current special education students performed lower in Reading, Science, and Mathematics in all categories. Math scores were 32% lower, Reading scores were 35% lower and Science scores were 39% below the All Students group at Approaches category.
- EB students scored significantly lower in Reading and Science in the Approaches category.
- Economically Disadvantaged students scored 76% or higher at the Approaches level on all subjects. They scored lower than the All Students group on all test performance levels.

Below is a comparison of the number of students who scored Approaches grade level or above on STAAR Reading in 2022 and 2023:

There was a 5% decrease in the number of students at the Approaches level in 3rd and a 2% increase in 4th-grade Reading. There was a 6% decrease in the 5th-grade reading Approaches category.

<b>STAAR Reading (Approaches)</b>	<b>2022</b>	<b>2023</b>
3rd	93%	88%
4th	86%	88%
5th	96%	90%



Upon comparing the 3rd - 5th STAAR Reading data to the district and the state, Leo A. Rizzuto Elementary Approaches, Meets, and Masters scores exceeded the district and state. The 3rd grade Reading Meets category was 17% higher, and the 4th grade Meets was 11% higher than the district average. The 5th grade Reading Meets exceeded the district average by 9%. Notable performance is seen in 3rd - 5th grade Reading in all categories compared to the district and state.

2023 STAAR Reading (Leo A. Rizzuto - All students)		Approaches	Meets	Masters
3rd		88%	73%	32%
4th		88%	55%	27%
5th		90%	74%	36%
2023 STAAR Reading (District)		Approaches	Meets	Masters
3rd		84%	56%	23%
4th		82%	44%	18%
5th		87%	65%	28%
2023 STAAR Reading (State)		Approaches	Meets	Masters
3rd		77%	50%	20%
4th		78%	47%	21%
5th		81%	56%	28%

There was an 7% decrease in 3rd-grade students reaching Approaches in mathematics, a 4% increase in 4th grade and a 3% increase in 5th grade. 5th grade demonstrated a solid performance in both years.

STAAR MATH (Approaches)	2022	2023
3rd	87%	80%
4th	82%	86%
5th	94%	97%

Upon comparing the 3rd - 5th STAAR Math data to the district and the state, Leo A. Rizzuto Elementary has exceeded the scores in some areas. There was notable performance for 5th grade Math for Approaches and Meets and 4th-grade Approaches, Meets and Masters compared to the district and state. The 5th grade Math Masters category was slightly below district by 2%. The 3rd grade Math Approaches category was slightly below district average and the Meets and Masters categories were lower compared to the district and state.

2023 STAAR Math (Leo A. Rizzuto - All students)	Approaches	Meets	Masters
3rd	80%	42%	12%
4th	86%	73%	41%

2023 STAAR Math (Leo A. Rizzuto - All students)		Approaches	Meets	Masters
5th		97%	66%	28%
2023 STAAR Math (District)	Approaches	Meets	Masters	
3rd	81%	50%	19%	
4th	76%	50%	19%	
5th	96%	67%	26%	
2023 STAAR Math (State)	Approaches	Meets	Masters	
3rd	72%	43%	19%	
4th	70%	47%	22%	
5th	79%	50%	21%	

Based on a comparison of the STAAR Summary reports for Science, there was a 3% decrease in students who scored in the Approaches category.

STAAR Science (Approaches)	2022	2023
5th	87%	84%

In 5th grade STAAR Science, our data revealed that Leo A. Rizzuto Elementary scores exceeded the district and state in Approaches and Meets but slightly below district for the Masters category.

2023 STAAR Science (Leo A. Rizzuto - All students)		Approaches	Meets	Masters
5th		84%	53%	17%
2023 STAAR Science (District)	Approaches	Meets	Masters	
5th	81%	49%	23%	
2023 STAAR Science (State)	Approaches	Meets	Masters	
5th	64%	34%	15%	

Texas English Language Proficiency Assessment System (TELPAS) Summary Report 2023

Composite Rating (Listening, Speaking, Reading, Writing)

2023 TELPAS	# of EB students	BEG	INT	ADV	ADV H
K	5	20%	60%	20%	0%
1st	3	0%	0%	67%	33%
2nd	3	0%	67%	33%	0%
3rd	3	33%	0%	67%	0%
4th	5	0%	20%	40%	40%
5th	16	0%	6%	38%	56%

Our district utilizes the Benchmark Assessment System to determine students' instructional and independent reading levels. Below is the percentage of students at the Approaches level or beyond at the end of the 2022-2023 school year:

2023 End of Year BAS levels	% of students at Approaches level or higher:
K (Level C or higher)	88%
1st (Level I or higher)	72%
2nd (Level L or higher)	88%

A higher percentage of kindergarten and second-grade students are performing at Approaches or higher level. However, reading level student progress declines from kindergarten to 1st grade as comprehension gets more challenging.

Student Achievement Needs:

- Increase overall EB and SPED student performance in all subjects.
- Current special education students performed lower in Reading, Science, and Mathematics at the Approaches performance level in all subjects. The Math scores were an average of 32% lower than the All Students group at the Approaches performance level and an average of 40% lower than the All Students group at the Math Meets performance level.
- Increase African American students' scores in Meets and Masters performance levels in Reading, Science and the Meets and Masters Math performance levels in 4th and 5th grade.
- Increase Hispanic students' scores in the Reading and Science Meets and Masters category.
- EB students scored significantly lower in 3rd and 5th grade subjects at Meets category.
- Economically Disadvantaged students scored at or lower than All Students on Approaches, Meets and Masters (except 4th grade Math Meets) performance levels for all tests.
- Increase the number of students reading on grade level at the end of the year to 90% or higher in grades 1 and 2.

## Student Learning Strengths

### Student Achievement Strengths:

- Leo A. Rizzuto Elementary received a 2022 Accountability Rating of Met Standard and an "A" from the Texas Education Agency.
- Hispanic students scored the same or slightly higher than the All Students group on Reading for 3rd and 4th grade Meets and Masters.
- All African American students met the Approaches performance level in Math for 3rd and 5th grade.
- Hispanic students scored 2% higher than the All Students group on Math Meets for 3rd and 4th grade.
- Notable performance is seen in 3rd, 4th and 5th Reading Approaches, Meets, and Masters compared to the district and state.
- Notable performance in Math is seen in 4th Approaches, Meets, Masters and 5th Approaches and Meets compared to the district and state.
- Notable performance is also seen in 5th grade Science for Approaches and Meets.
- 88% of kindergartners were on a BAS level C or higher at the end of the 2023 school year.

# School Processes & Programs

## School Processes & Programs Summary

Leo A. Rizzuto Elementary hired two new teachers for the 2023 - 2024 school year. All staff members are highly qualified, and all returning teachers have met the GT 30-hour requirements. New teachers are in the process of working to obtain their 30 GT hours. All teachers have been trained to set SMART goals and provided the 6-hour T-TESS appraisal training. All staff members have completed all compliance training as required by the district. Teachers and paraprofessionals new to the district will be assigned a grade level buddy to assist them.

To ensure we are meeting student's needs and to monitor progress, we incorporate the following into our program:

- Professional Learning Communities (PLCs) to discuss teacher methodology, TTESS goals, Curriculum-Based Assessment (CBA), Benchmark Assessment System (BAS), and benchmark assessments for 3rd - 5th, and to discuss possible Tier 2 and Tier 3 interventions, remediation, and acceleration
- Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) to address student academic, behavior, and social needs
- Guided Reading binders are utilized to monitor student progress in primary reading daily
- Data Walls for STAAR, benchmarks, BAS, MAP, and TX KEA
- Utilization of Student Success Team (SST), PLC, 504, LPACs, and ARD meetings to review student progress, interventions, and accommodations

Numerous professional development opportunities are provided to staff throughout the school year and during the summer to broaden their knowledge of curriculum, instruction, and classroom management. The ideas learned at the training are implemented into classroom instruction, evident through dialog with the teachers, walkthroughs, power walks, 45-minute appraisals, pre-/post- observation conferences, and lesson plans. The Leo A. Rizzuto Elementary faculty/staff is dedicated to meeting the student's individual needs on our campus and is always willing to learn and grow professionally. Teachers and administrators constantly work as a collaborative team to plan lessons tied to skills/content not yet mastered and to accelerate learning during Rocket Time, HB4545, and BLAST. Teachers also tutor students during and after school on skills or content not mastered throughout the year. This year, we have a bilingual tutor who can assist our EB students who need intervention.

## School Processes & Programs Needs:

- Teachers will tutor after school to address academic regression from October 2023 to May 2024.
- The counselor will provide mental health training due to the pandemic and other factors.

## School Processes & Programs Strengths

Leo A. Rizzuto Elementary's strengths in processes and programs. A few of these are:

- Having a leadership team with experienced teachers
- Low teacher turnover for several years
- Self-initiated teachers that are committed to analyzing data and the success of their students
- Small group instruction provided in classroom
- Strategic and fluid tutoring groups utilizing hired tutors, teachers, and interventionists
- Daily Rocket Time Intervention with students
- Elective instructional leadership team collaboration
- Reading/Dyslexia Interventionist and Elementary Interventionist collaboration with administrators and teachers
- MTSS process that targets Tier 2 and Tier 3 intervention strategies

- Data Meetings and Data Tracking binders/sheets
- Bilingual Secretary
- Experienced assistant principal

Technology strengths include:

- IXL (Math, ELA, and Science)
- Study Island
- Reading Eggs
- Flocabulary
- Happy Numbers
- Envision software
- StemScopes - Science
- Beanstack - reading
- StemScopes - 5th Grade Math
- Two computer labs
- Classroom laptop carts
- HMH online ELA and Spanish resources
- Target the Question ELA/Math
- Microsoft TEAMS/WebEX
- Spelling City
- Generation Genius - Science

# Perceptions

## Perceptions Summary

Leo A. Rizzuto Elementary offers students and staff a safe, respectful, and collegial environment. Our staff has high expectations for student achievement and themselves. Students and staff are frequently recognized for their accomplishments weekly and monthly. Student accomplishments are routinely celebrated through our Rocket of the Month recognition breakfast, Character Strong Cards, Award Ceremonies, Birthday Announcements during the morning announcements, and/or by publishing their accomplishments in the newspaper or school board report. A teacher and staff member, nominated by their peers for their outstanding work ethic, is recognized each month on the morning announcements, the Rocket Blast Weekly for the week, the marquee, and the monthly parent newsletter. The teacher and staff member of the month also have designated parking spots for the month that acknowledge them for this accomplishment. The Rocket Blast Weekly recognizes additional faculty/staff for their outstanding achievement the previous week. The Climate Committee sponsors various potluck luncheons for the staff, the Ornament Exchange, pep rallies, B.O.O. Buddies, and Secret Sweeties. Plus, teachers and staff are celebrated during Teacher Appreciation Week and on specified days throughout the year (i.e., Administrative Professionals Day, Counselor's Week, School Nurse's Day, etc.).

During and after school clubs are offered to students that promote self-esteem, responsibility, community service, and/or foster a stimulating learning environment such as the Drama Club, Knitting Club, Student Council, Computer Coding Club, Robotics, STAR Jobs, Secret Society of Readers, UIL and Rizzuto Choir. The Drama Club at Leo A. Rizzuto performs every spring.

Leo A. Rizzuto keeps in good communication with parents by displaying information on the school marquee, through phone call-outs, website updates, and by sending home notices (i.e., flyers, letters, a monthly calendar, and monthly newsletter) and emails about special events. Messages are also sent via Microsoft Teams and/or Remind. All school-wide written communication sent home or phone messaging call-outs are in English and Spanish. In addition, Rizzuto offers several Family Nights (fall/spring) that parents are invited to attend to help their child at home. Effective and timely communication is given to parents regarding upcoming events and student progress. Parents also receive frequent written, verbal, or face-to-face communication to address specific concerns with discipline, tardies, attendance, grades, or to positively recognize students for their efforts.

The counselor carries out various duties such as individual and small group counseling, hosting monthly Coffee with the Counselor sessions with parents, implementing Watch D.O.G.S. on campus, and implementing Restorative circles. She implements weekly positive behavior incentives (Character Strong cards), provides monthly character education lessons to students, and organizes our Rocket of the Month celebration. She is our campus G.T. designee and M.T.S.S./RtI Chairperson.

## Perceptions Needs:

- Make-n-Take opportunities to help parents help their children at home.
- Continued training on addressing/identifying student mental health concerns
- Implementing S.T.E.M. activities in primary grades

## Perceptions Strengths

Strong parental support and involvement are keys to a successful partnership between the school, parents, and community. Our parent volunteers dedicate much of their time to helping teachers and students. We have other community members that volunteer their time during Career Day. Plus, members of Fairmont Park church volunteer for school-wide events, and the church donates \$5,000 a year to fund a reading tutor for our campus.

Our Parent Teacher Organization (P.T.O.) is active and dependable. P.T.O. schedules two successful fundraisers per year and assists with other activities to generate parental/community engagement. The "Welcome Back" popsicle party, a Fall Festival, Christmas Bingo, Field Day, Breakfast with Beauties, Breakfast with Buddies, fall and spring book fairs, WATCH D.O.G.S., and the Color Run Fundraiser. Our P.T.O. board members work closely with the administrative team and the teachers to complement our academic efforts and needs through fundraising and community involvement activities. The school provides for a P.T.O. room parent per class to help coordinate special school-wide or classroom

events. In addition, the P.T.O. recruits parent volunteers that can work on projects for the teachers or other staff members, or they may assist as mentors/tutors for selected students. These projects and volunteer efforts benefit students and allow teachers more time to focus on instruction.

The community around Rizzuto is very supportive of the school. Our school offers several resources to help families in need (i.e., Backpack Buddy Club, Fairmont Park Church donations, Operation School Bell, Community Youth Services, and Communities in School program). At the beginning of the school year, our Partners in Education assisted our school with back-to-school supplies (Shell Federal Credit Union). Our student council promotes community involvement by giving back to the community through food drives, visiting nursing homes, and writing "thank you" letters to people who serve our community. Other clubs/events such as Robotics, Drama Club, Career Day, Veteran's Day Program, and the Rizzuto Choir require parental and community support. In addition, other evening events are scheduled to encourage parent attendance, such as Family Nights, Parent Orientation, the Title 1 meetings, Meet and Greet, grade level music performances, Rizzuto Choir performances, G.T. Showcase, Drama Club, and STEM night. Attendance at these events has been consistently high.



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Dyslexia data

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

- Attendance data
- Mobility rate, including longitudinal data

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

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





**Performance Objective 1:** Increase the performance of all 3rd - 5th-grade student groups in all subjects on the 2023- 2043 STAAR assessments to 90% at Approaches Grade Level, 70% at Meets Grade Level, 35% at Masters Grade Level

**High Priority**

**Evaluation Data Sources:** KEA, CBA, BAS, EDC, MAP, STAAR, TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Learning Communities, meet to discuss vertical alignment and instructional needs in reading, writing, math, science, and language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school (e.g., using math warm-ups preparing for STAAR, BrainPop, IXL, Generation Genius, Lead4ward, STEM Scopes Resources).</p> <p><b>Strategy's Expected Result/Impact:</b> Accelerate/remediate instruction to enhance student achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, ESSER III teacher Teachers, Tutors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring (Hired Tutors) - 211 Title I, Part A - \$15,704, Tutoring (Hired Tutors) - 263 Title III, LEP - \$972, Tutoring (Teachers) - 211 Title I, Part A - \$3,471, Elementary Interventionist - 211 Title I, Part A - \$33,109, ESSER III Interventionist - 282 ARP ESSER III - \$70,100.40</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional opportunities for teachers and administrators to learn strategies to assist students in reading, math, writing, science, and language acquisition (i.e. balanced literacy, expository writing, STEM, and/or ELPS).</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the quality of instruction and rigor to increase student achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Secretary, Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> Professional Development (Staff) - 211 Title I, Part A - \$1,000, Professional Development (Administrator) - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase the STAAR Mathematics Academic Achievement and Growth Status by 10% on low-performing subgroups of students in all grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth in Math for 2023-2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Secretary, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


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

**Performance Objective 2:** Implement high learning expectations and strategies for all students by supporting, accelerating, and differentiating instruction so that student groups will meet or exceed growth on STAAR, MAP, TX KEA and TELPAS (1-5th).

**Evaluation Data Sources:** CBA, Benchmarks, MAP, TX KEA, TELPAS, STAAR 2023-2024

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct monthly PLCs with a focus on student data discussions in order to identify target students, review their individual needs, discuss their interventions and monitor their progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier I instruction and effective interventions for student achievement, academic progress, and linguistic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers in all grade levels will collaborate effectively to discuss lessons and strategies and implement the 4 C's to 21st Century skills ( Communication, Collaboration, Critical Thinking, and Creativity) in Professional Learning Communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve instruction for student achievement, academic progress, and social and linguistic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide practice with Summit K12 throughout the year. The Emergent Bilingual student will practice in all competencies assessed on the TELPAS -listening, speaking, readings, and writing using the online tools.</p> <p><b>Strategy's Expected Result/Impact:</b> By allowing students to practice listening, speaking and vocabulary through the use on online tools, aligned to the TELPAS Online Assessment, EB students will build language proficiency and progress at least 1 proficiency level on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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

**Performance Objective 3:** Increase student performance on MAP by 8% on Reading and Math.

**Evaluation Data Sources:** MAP - BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize MAP data after each administration to determine Tier 2 and Tier 3 instructional needs and Tier 1 acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing individual student MAP goals and designing goal specific strategies, students will increase their ownership and accountability of their MAP performance, thus resulting in an increase in performance from Fall to Spring on both the Reading and Math MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Interventionists, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SSTs will be held for all Kinder - 1st-grade students who score below district criteria to determine the need for a possible further evaluation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student reading comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Interventionists, Teachers</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 all students and student groups on BAS in grades Kindergarten, 1st and 2nd grade so that 85% are performing at or above grade level according to district criteria.

**Evaluation Data Sources:** Benchmark Assessment System (BAS), MAP-Fluency, Texas KEA, and Guided Reading Binders

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS).  <b>Strategy's Expected Result/Impact:</b> Increase reading comprehension and progress.  <b>Staff Responsible for Monitoring:</b> Interventionists, Teachers, Tutors</p> <p><b>Title I:</b>                      2.6  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd.  <b>Strategy's Expected Result/Impact:</b> Increase reading comprehension, accuracy and fluency.  <b>Staff Responsible for Monitoring:</b> Interventionists</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ongoing training will be offered on balanced literacy and reader's and writer's workshop. Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading comprehension and progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Teachers,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall and BAS tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading comprehension and progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Reading Interventionist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

**Performance Objective 1:** Create and maintain a safe and secure learning/working environment that is conducive to promoting the physical and mental health of all stakeholders as well as the academic success of our students.

**Evaluation Data Sources:** Campus Crisis Drill Debriefings  
 Safety Walk Throughs (SROs/Administrative)  
 Staff, Student and Parent EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide student anti-bullying lessons, peer mediation, character education guidance lessons, Character Strong activities &amp; restorative circles.</p> <p><b>Strategy's Expected Result/Impact:</b> To decrease bullying, peer conflict, and to improve social skills.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal Assistant Principal Threat Assessment Team</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Meet with new students on campus to develop a positive, trusting relationship.</p> <p><b>Strategy's Expected Result/Impact:</b> Boost student self-esteem and reduce possible anxiety.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide teacher training on utilizing restorative circles in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> To assess student well-being and to assess student social, emotional, and/or behavioral concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a weekly classroom restorative check-in every Monday. <b>Strategy's Expected Result/Impact:</b> To assess student well-being and to assess student social, emotional, and/or behavioral concerns. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement Restorative Practices strategies as a disciplinary intervention. <b>Strategy's Expected Result/Impact:</b> Reduction in the number of discipline referrals. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Schedule daily and/or weekly check-ins with students having emotional or social difficulties. <b>Strategy's Expected Result/Impact:</b> To assess student well-being and to address the social, emotional, and/or behavioral concerns of the student(s). <b>Staff Responsible for Monitoring:</b> Counselor Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide professional development on mental health to all faculty and staff. <b>Strategy's Expected Result/Impact:</b> Improve student self-esteem and achievement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Decrease discipline referrals by 10% by promoting safety, having Restorative Circles, and providing Character Education to all students.

**Evaluation Data Sources:** Eschool discipline, Restorative Circle data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Complete all safety drills at least twice a year (e.g. Lockout, Lock down, Shelter In Place, Fire Drill, Reverse Evacuation, Severe Weather).</p> <p><b>Strategy's Expected Result/Impact:</b> These drills will be practiced in order to make staff and students aware of emergency protocols.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Meet with faculty and staff after each drill to debrief on effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> To better prepare and educate staff and students for emergencies and table talks with district personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development on the impact of trauma and behavioral/mental health.</p> <p><b>Strategy's Expected Result/Impact:</b> To better prepare and educate staff on recognizing the signs of mental health and trauma.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Improve the safety and security of campus as evidenced by 100% correction rate of all discrepancies identified on safety security audit.</p> <p><b>Strategy's Expected Result/Impact:</b> To create a safe and secure environment for learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Establish a threat assessment team and MERT team on campus to discuss safety concerns and procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> To create a safe and secure environment for learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Nurse, Counselor, Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing staff development for teachers by LPISD Curriculum Department- ELAR, Math, Science, STEM, GT Coaches, Region 4, HCDE, La Porte U, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase teacher effectiveness, support, and retain quality teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide specific staff development for all teachers new to the profession and new to the district.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase teacher effectiveness and retain quality teachers.</p> <p><b>Staff Responsible for Monitoring:</b> District Administrators, Human Resources Department, Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide staff members new to the district a buddy and teachers new to the profession a mentor.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase teacher effectiveness and retain quality teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Recognize teachers/staff for teamwork and outstanding achievements in the classroom/school weekly in the Rocket Blast Newsletter and by having colleagues nominate a staff member and teacher of the month. Administrators provide monthly Happy Cart (snacks) to staff members as an incentive for perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase teacher morale and retain quality teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal Counselor Secretary</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







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

**Performance Objective 1:** Offer engaging family nights or school events (face-to-face or virtual) to encourage parental involvement.

**Evaluation Data Sources:** Sign in sheets, parent surveys/comments, ROM breakfast for students and parents





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host Family Nights/Events for parents to be involved in student learning/recognition through face-to-face or virtual events:</p> <ul style="list-style-type: none"> <li>-Kinder Kamp</li> <li>-Meet the Teacher Night</li> <li>-Drama Club Performance</li> <li>-Rocket of the month-Celebration</li> <li>-Music programs</li> <li>-GT Showcase</li> <li>-Annual Title 1 Meeting</li> <li>-Parent conferences</li> <li>-Career Day</li> <li>-Family Movie Night (Spring/Fall)</li> <li>-Breakfast with Buddies</li> <li>-Breakfast with Beauties</li> <li>-Coffee with the Counselor</li> <li>-Math/Science Night</li> <li>-Fall Festival</li> <li>-Book Fair Night</li> <li>-Back to School Wave Pool Bash</li> <li>-Christmas on Main</li> <li>-Santa Shop</li> <li>-Family Literacy Night</li> <li>-STEAM Night</li> <li>-Volunteer Brunch</li> <li>-Field Day</li> <li>-Field Trips</li> <li>-Watch D.O.G.S.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> To increase parent involvement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Interventionists, Teachers</p> <p><b>Title I:</b> 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Parental Involvement (food/refreshments) - 211 Title I, Part A - \$500, Parental Involvement (parent resources, supplies, materials) - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Encourage parental involvement by coordinating events with our CPOC, Partners in Education, and our PTO to encourage participation in events such as, Coffee with Counselor, WATCH D.O.G.S., and parent volunteers for tutoring, assisting with book fairs, and school-wide activities through face-to-face and virtual events.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase parental involvement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CPOC members, Counselor</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Encourage and inform parents about upcoming events





**Evaluation Data Sources:** Sign in sheets, call records, emails

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize technology, such as email, Remind, School Messenger call outs, marquee, and the school website to increase parent involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in parental and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary, Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Encourage our partners in education, stakeholders, and parent volunteers to provide feedback on our school program strengths and needs.





**Evaluation Data Sources:** sign in sheets, fall and spring parent survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Send out a fall and spring survey to gather information about workshop opportunities based on parental needs.  <b>Strategy's Expected Result/Impact:</b> An increase in parental and community involvement.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Invite parents and community members to participate on campus/district committees (e. g. CPOC, DEIC, SHAC, Safety)  <b>Strategy's Expected Result/Impact:</b> An increase in parental and community involvement.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Encourage feedback from parents and community stakeholders on our Campus Parent and Family Engagement Policy and Title 1 Parent Compact.  <b>Strategy's Expected Result/Impact:</b> To improve the overall learning climate.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Monitor use of Title funds.





**Evaluation Data Sources:** Monthly monitoring of Title budget, bar code/label items purchased with title funds, efinance records of P. O.'s, supplemental pay forms, tutoring rosters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host quarterly meetings with CPOC and monthly meetings with the secretary to approve/monitor the title budget and its use.</p> <p><b>Strategy's Expected Result/Impact:</b> To monitor that Title funds are utilized effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CPOC Members, Secretary</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly tutorial rosters and time sheets will be turned in by tutorial teachers and hired tutors.</p> <p><b>Strategy's Expected Result/Impact:</b> To monitor that Title funds are utilized effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Hired tutors</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 the district instructional coaches to support the planning and implementation of effective and engaging Tier 1 instruction.





**Evaluation Data Sources:** By establishing a collaborative system of support between district instructional coaches and professional staff, teachers will be able to design and implement engaging instruction, resulting in increased performance on all district and state assessments..

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district math and reading coaches will support instructional programs on campus by planning with and/or observing our math and reading teachers at least 5 times throughout the year to discuss instructional strategies, as evidenced by follow-up emails.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will score at the 90/70/35 level on STAAR in math and reading.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district STEM Facilitator will support STEM instruction at all grade-levels by planning activities, preparing supplies needed, and working with 2nd through 4th grade teachers to complete STEM projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will practice problem-solving strategies while solving real-world problems.</p> <p><b>Staff Responsible for Monitoring:</b> STEM Teacher Principal/AP Teachers</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Increase student engagement and success through the consistent integration of technology applications in all subject areas on a daily basis.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize campus staff, district instructional technologists and bi-monthly Technology Tips to provide professional development in the use of the technology applications that provide ways for teachers a way to create more student-centered learning opportunities and improve parent communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to effectively utilize a variety of technology formats to communicate with parents, while students will use innovative technology applications to enhance their learning, thereby increasing student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Instructional Technologists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue



# State Compensatory

## Budget for Leo A. Rizzuto Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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## Personnel for Leo A. Rizzuto Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawn Sandoval	Interventionist	0.5
Michelle Gracia	ESSER Interventionist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Sandoval	Interventionist	Title I	35,953.00
Michelle Gracia	Interventionist	ESSER III	66,724.08

# Campus Funding Summary

<b>211 Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring (Hired Tutors)		\$15,704.00
1	1	2	Elementary Interventionist		\$33,109.00
1	1	2	Tutoring (Teachers)		\$3,471.00
1	1	3	Professional Development (Staff)		\$1,000.00
1	1	3	Professional Development (Administrator)		\$500.00
4	1	1	Parental Involvement (food/refreshments)		\$500.00
4	1	1	Parental Involvement (parent resources, supplies, materials)		\$500.00
<b>Sub-Total</b>					<b>\$54,784.00</b>
<b>263 Title III, LEP</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring (Hired Tutors)		\$972.00
<b>Sub-Total</b>					<b>\$972.00</b>
<b>282 ARP ESSER III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESSER III Interventionist		\$70,100.40
<b>Sub-Total</b>					<b>\$70,100.40</b>