

Silsbee Independent School District
Laura Reeves Primary School
2023-2024 Campus Improvement Plan



Mission Statement

Working together, we assure that all students can grow.

Vision

The students of Silsbee ISD are equipped with the VALUES to envision a better world, the SKILLS to create it, and the CONFIDENCE to take the lead.

VALUES...SKILLS...CONFIDENCE

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment

LRP 2021-2022

Recruit, support, and retain teachers and principals:

1. Mentor program

- a) Training (for both mentors and new teachers)
- b) Ongoing observations and support by mentors
- c) On demand staff development (online)

2. Staff Development (face to face)

- a) Curriculum department summer offerings
- b) Lunch and learns as needed

3. More paraprofessionals. Number 1 on the parent survey- additional assistance in the classroom.

4. PLC / team meetings (time provided for these) along with curriculum planning days

5. College interns as student teachers.

6. Competitive salaries

7. Teacher support from administration

- a) Involve them in decisions
- b) Respond to classroom needs

8. Continue appreciation activities- luncheons,t-shirt/ jean days etc.

Connect High School to Career and College

1. Writing and Spelling strategies

- a) Writing methods in place for each grade (curriculum)
- b) Writing centers
- c) implementation of the new TEKS for ELA-R in Kindergarten
- d) new scope and sequence, new adoption

2. SHS students/ older students as mentors and visible on campus

- a) FCCLA students in classrooms
- b) Motivational talks
- c) P.E., playtime, field days
- d) Reading/ tutorials- Reading buddies program with second grade
- e) Down the halls with graduation gowns
- f) Presentations

3. Character education program

4. Exploring careers

- a) Career day (dress up for younger, display projects for upper grades)
- b) Speakers from the community- Fireman, police officers, etc.

5. College awareness

- a) College shirts on Wednesday

6. Parent program on Reading/ vocabulary development

Build a Foundation of Reading and Math

Provide a more Individualized and small group instruction with more intervention time

1. Paraprofessional support. (At PK/ Kinder- in the classroom) Number 1 on the parent survey.
2. Continue Full Day HQ PreK program (100% on parent survey)
3. Dyslexia therapy- Number 3 on the SES parent survey(this can be impacted in the younger grades)

- a) Phonics uniform program- imbedded within new adoption series
- b) continue daily classroom phonics activities
- c) para support in classroom with phonics

3. Continue Class size reduction efforts to keep student:teacher ratio down.

4. Internet based resources

- a) I-station math and reading
- b) Starfall, Brainpop Jr, Scholastic interactive etc.

5. Collaboration and sharing resources

- a) Regular PLC's
- b) Planning days
- c) Vertical alignment

6. Math fact and computation fluency

- a) continue hands on math instruction/ games/resources
- b) use of paras to reinforce learning

7. Disaggregate data

- a) DMAC
- b) Istation
- c) CLI

Parental Support

Focus on parental involvement activities

1. Liaison to bridge the gap between home and school.

- Melinda Thibodeaux, calendar of events in August.
- Jennifer Ferguson -Early childhood parent liaison

2. Parental education program academic topics

- a) Liaison and curriculum developed
- b) Family education nights
- c) computer skills- Istation home program overview and how to
- d) Reading and vocabulary development

- Parenting Topics
 - a) Children and Stress/ Peer Pressure/ School communication/Effective Home
 - b) Volunteer training-more formal training- rules, laws etc.
 - c) Effective discipline/ Healthy Family Relationships
 - d) Self esteem
 - e) How Children learn
 - f) Nutrition
 - g) strategies for ADHD children

Best time for parent meetings 22% Evening 35% Morning 13% afternoon based on survey

3. Communication with teachers

- a) Face to face conference
- b) Email
- c) Take home folders
- d) Remind 101 program

4. Volunteer group

- a) fun activities/ events (face painting, special days, etc.)
- b) volunteers trained to help with duties, and possibly academic tutoring/ interventions

5. PBSI program and Character programs for positive behavior-

Make parents more aware of the program and how it operates

SOURCES

*SES Title 1 Parent Survey

* Title 1 Needs Assessment Program Survey*PreK Parent Survey

* Staff input and CAT meeting input.

Demographics

Demographics Summary

Laura Reeves Primary has a diverse group of learners. We have a specifically large Free/ Reduced lunch enrollment, implying the economic status of our families is struggling or in some need of assistance.

With the addition of the Full Day PreK in 16-17, our PREK population fluctuates yearly.

Year	# of Students
19-20	115
20-21	74
21-22	105
22-23	90
23-24	91

Enrollment for Kindergarten, PK and PPCD, as of November 11, 2023 , is 280 students.

KG-173

PK- 91

EE -16

Our population demographics are as follows:

Enrollment Total	White	African American	Hispanic/Latino	2 or More	Eco. Disadvantage	ESL	Sped
280	67.86%	20.13%	5.84%	6.17%	78.57%	.97%	18.18%

The average class size in Kindergarten at this time is 15.9, and the average class size is PK is 15.

Laura Reeves Primary uses data from District assessments, unit assessments, mClass (K), and CLI Engage (PreK) to help drive instructional needs, professional development, and trends in educational opportunities.:

Data for 23-24 BOY is as follows:

Prekindergarten:

CLI (Children's Learning Institute)

- BOY: Literacy 42% Proficient and for Math 62% *These numbers include all students in the ECSE program (PPCD).

Kindergarten:

mClass

- BOY overall on target Reading Composite Percentage for at or above benchmark is 35%,

NWEA:

- BOY: Reading- 136 RIT Score
- BOY; Math-139 RIT Score

Data suggests that the best use of LR Primary School paraprofessionals is in the classroom as well as small group pullouts to provide the assistance with struggling students.

This also helps meet level 2 and level 3 RTI needs.

The kindergarten paraprofessionals "push-in" the classrooms and "pull out" to help the teachers with students identified as having difficulties with learning. Faculty turnover is minimal. The special education program is decreasing in enrollment. Our staff is 100% highly qualified. PLC meetings are used to discuss curriculum needs, academic needs, student assessments, and analyze data. The classrooms reflect the latest technology. Laura Reeves Primary provides a safe environment with minimal distractions. The majority of discipline issues occur from the same students and are handled accordingly.

The paraprofessionals are a vital part of the Title, SCE, and special education programs. They help the students with educational needs become more successful.

All teachers and paraprofessionals are highly-qualified. The faculty at Laura Reeves Primary are provided with performance data about walkthroughs or observations via email notifications, formal/informal interviews or discussions, and summative conferences. Our staff actively seeks other professionals to come to our district. Job openings are posted on the District's website.

Teachers are experiencing increased stress in the workplace due to various issues. Overall increased demands on time and energy make the teaching field less attractive. Teachers put in long hours before and after school, at home, and an additional 7:45-3:30 workday.

The teachers align instructional strategies and activities with the TEKS. Teachers at Laura Reeves Primary participate in Professional Learning Communities (PLC) per grade levels. These groups meet every three weeks to implement professional development, review lesson planning, and discuss student needs. Laura Reeves Primary uses unit assessments, progress monitoring, and district assessments such as CLI/MAPS throughout the year to document and monitor student progress. Student success can be attributed to having the professional staff work closely with students. Adopted resources, used by the students, are aligned with the state TEKS. Instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, and critical thinking.

Laura Reeves Primary encourages parental involvement in both academics and leisure activities. We have parent involvement activities throughout the year to welcome parents to school and educate them on the varied programs our campus has to offer. Communication is delivered through notes home, Remind, and on the campus website. The maroon NIKKI folders serve as a standard tool for communication. We also use the district web site to announce activities and send home monthly newsletters with students. Teachers take advantage of current technology, such as emails and Remind 101, to communicate with parents.

The Campus Advisory Team meets periodically throughout the year and serves as a the parent, community and educators voice in decision making.

Hardin County Rotary Club, Eastex Federal Credit Union, local churches, Silsbee Volunteer Fire Department, and Silsbee PVAC work throughout the school year in a number of capacities which involve all members of the school and community.

Laura Reeves Primary is located at 695 Woodrow, at the corner of HWY 327 and Woodrow Road in Silsbee, Texas.

Laura Reeves Primary houses EE, PK, and Kindergarten for Silsbee ISD.

The campus comprises of the following:

- 280 students as of Novemeber 11, 2023
- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Nurse
- 23 Teachers including five (5) Special Education Teachers
- 19 Paraprofessionals including 8 Special Education Paras
- 1 Diagnostician
- 3 Speech Language Pathologist
- 1 Speech Therapy Assistant
- 1 RTI Speech Interventionist
- 3 Secretaries including 1 Sped Secretary
- 1 Receptionist
- 1 Officer

Demographics Strengths

The diversity of students at Laura Reeves Primary allows all children the ability to learn from different cultures and ethnic backgrounds. Having a larger special education population, affords the students the opportunity to be more receptive and compassionate towards those with special needs. There are strong lead and mentor teachers. There are teachers in each grade level certified for ESL, and a district ESL teacher that comes on campus to help support ESL needs. Administrators schedule students based on their needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): PreK enrollment has decreased from 90 at the end 22-23 school year to 88 at the beginning of this school year resulting in less students being exposed to the procedures, routines and education before entering kindergarten. **Root Cause:** Since PreK is not mandatory, parents are not enrolling students into the program.

Student Learning

Student Learning Summary

Laura Reeves Primary uses report cards, unit assessments, NWEA Maps Growth, and CLI Engage Data to help drive instructional needs, professional development, and trends in educational opportunities.

BOY 2023 CLI and mClass data

PreK	CLI Assessment
Reading	34%
Math	62%

Kinder	mClass Assessment	NWEA MAP Average (RIT)
Reading Composite	36%	136
Math	N/A	139

Laura Reeves Primary also examines the accountability ratings of Last year's third grade results from Silsbee Elementary School and addresses the needs of our students with regards to STAAR data, and is tied to SES in accountability ratings which are consistently above the state and region in most areas.

Data suggests that the best use of paraprofessionals is in the classroom where they could help the teacher in providing assistance to weaker students. They will also be utilized to pull students out of the classroom to address gaps. This helps meet level 2 and level 3 RTI needs.

Student Learning Strengths

We are linked to SES performance for state testing reporting results.

Our students consistently show growth each year on CLI and mClass data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students that are above average at the beginning of the year do not show significant amounts of growth at the EOY. **Root Cause:** Typically in the past, our focus was on those struggling students at Tier 2 and 3. The struggle to challenge and enrich the curriculum for the students that are already average or above remains.

Problem Statement 2 (Prioritized): PreK enrollment has decreased from 90 at the end 22-23 school year to 88 at the beginning of this school year resulting in less students being exposed to the procedures, routines and education before entering kindergarten. **Root Cause:** Since PreK is not mandatory, parents are not enrolling students into the program.

School Processes & Programs

School Processes & Programs Summary

Laura Reeves Primary houses PPCD, PK and Kindergarten classes. Ages 3-6

Our staff is all highly qualified and certified as required. Teacher meet in PLC meetings and data digs throughout the year to imlement interventions and acceleration plans for students.

285 students

1 Associate principal

1 Assistant principal

1 counselor

Parent liaison

Curriculum director (shared with SES)

Media specialist (shared with SES)

Diagnostician

Asst. librarian para

1 nurse

24 teacher including 6 special ed teachers

15 paraprofessionals

1 speech pathologist/ 1 assistant

2 secretaries

The school has a Campus Advisory Team comprised of administrator, counselor, teachers from each grade level , paraprofessional and parents and community and business members. They meet throughout the year to discuss needs and strengths of the campus. Members are elected by their peers. Other staff members represented are at the district level as a part of the District Advisory Team (DAT).

Master schedule is developed by the administrators to meet the needs of the students and faculty. Duty rosters and schedules are created from employee input and students' needs using formal and informal assessments.

Based on all records, all teachers and paraprofessionals are highly qualified. The faculty are provided with performance data about walkthrough or observations via email notifications regarding TTESS, formal and informal interviews or discussions, and summative conferences. Our staff actively seeks other professionals to come to our district. Applications are posted on the district website. We have college students from Lamar observing and high school Teacher prep class students working with teachers. The district has implemented an

ongoing mentoring program for new teachers to the profession and or district. The addition of the curriculum coordinator helps support the teachers in the planning and goal setting.

Vertical alignment of the curriculum continues throughout the Primary and Elementary campuses. The following are implemented throughout the campus.

1. Curriculum aligned throughout the grade by the TEKS resource system.
2. NWEA and CLI are used to measure progress in reading and math.
3. Monthly Grade Level meetings to plan and analyze data
4. Walkthroughs insure that curriculum is followed. Each teacher receives at least one walkthrough per 6 weeks.
5. Continued staff development in such areas as classroom management, differentiated instruction, and classroom strategies.
6. PLC meeting each three weeks to implement professional development plans and address student needs. Each teacher meets at least twice with administrator to discuss their goals for the year. TTESS review throughout the year of goals by teacher and administrator. CIA notebook meetings at least twice during the semester.
7. All testing and RTI information is noted in the DMAC system.
8. Programs offered include special education, 504, RTI (response to intervention) TIERS 1,2,3, occupational, speech, Math and reading interventions, ESL English as Second Language instruction
9. Technology- Each Kindergarten, Prek, and PPCD classroom has a View Sonic Board, Class set of Chromebooks, Computer lab has 24 student computers. The teachers are aware of free applications provided by the district technology coordinator each week.

School Processes & Programs Strengths

1. Student centered campus run by administration that has been established for a long period of time.
2. Safety and support are established for all stakeholders.
3. LRP has a low turnover in staff.
4. Staff are trained in their area of need or expertise.
5. Professional development for teachers is provided by SISD, ESC 5, Eduhero, and conferences. The staff continually meets in PLC, curriculum planning, and mentor groups to help encourage and develop each teacher in a process of continual growth.
6. Teachers are involved in the development / implementation of the curriculum. They plan together and provide collaborative feedback about the curriculum.
7. Grading standards and practices are standard and in place.
8. The administrators and teachers evaluate data from DMAC, CLI, TKEA, NWEA and teacher checklist to identify individual and students group needs.
9. Teachers and paraprofessionals work with small groups in the regular classroom.
10. Classroom schedules reflect strong emphasis on reading, math and writing.

11. All faculty have received special education training and updates. ARD requirements, Autism 6 hour course, and special ed updates in August 2022. Informational Special Education Videos are provided throughout the year for additional trainings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The special ed and at risk populations continue to grow with special need and emotionally disturbed children each year. We need to increase the specialized training and supports available to our staff for these children. The time constraints put on our staff is huge. **Root Cause:** The special ed and at risk populations are growing faster than the district can train or hire the specialized teachers needed.

Perceptions

Perceptions Summary

Laura Reeves Primary provides a safe environment for our children to learn. Our attendance rate at this time is 91%.

Excellent classroom management by all teachers is expected. Administrators are always visible insuring an environment conducive to learning. Each teacher receives at least one walkthrough per grading period.

New teachers to the district are assigned official mentor teachers who are veterans with strong classroom skills. The mentoring program has proven to be helpful and supportive to the new teachers while allowing the mentors to grow as professionals also.

Our counselor assists with conflict resolution and special ed staff is trained in Nonviolent Crisis Intervention.

Staff and teacher turnover rate is low. We hired two new teachers this year and one moved from PreK to Kindergarten.

The paraprofessional "push in " the classroom to help the teachers with students identified as having difficulties. Faculty turnover is minimal. The special education program is growing in enrollment. Our staff is 100% highly qualified, teachers and paraprofessionals. Grade level PLC meeting are conducted to discuss curriculum needs, academic needs, student assessment and other concerns. Classrooms reflect latest technology. The majority of discipline concerns are related to school bus transportation and handled accordingly.

Paraprofessionals are a vital part of the Title, SCE, and special education programs.

At this time we have opened the campus up for parents during lunchtimes, field days, field trips and volunteering. During holidays no more than 2 parents can participate in classroom programs. Parent liaison on campus workshops each 6 weeks with parents. We communicate daily with our parents via internet, REMIND program, email, take home folders, and through the school messenger phone system.

Community support is strong and in offered in the following ways:

PVAC- provides fine arts/ drama programs for students.

Local Kiwanis organization provides books.

Various church and civic organizations provide school supplies.

Eastex Credit Union offers a banking program with students and provides Santa Claus visits.

Education First Federal Credit Union- contributes to the school based on loans secured by the community.

Local businesses provide attendance awards and incentives to students and staff

Local Churches provides appreciation gifts and offer spiritual support for staff.

Perceptions Strengths

Teachers and staff maintain a safe environment.

The staff members are informally / formally interviewed and questioned about needs and concerns.

Administrators are working with parents to improve attendance.

Parent liaison who has developed an educational training schedule for parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our stakeholders do not always know about the wonderful activities and learning opportunities offered at our school **Root Cause:** Accomplishments not publicized enough throughout the community.

Problem Statement 2: Parent training is needed for parents in the areas of discipline and parenting as well as topics on academics. **Root Cause:** Scheduling trainings that provide flexible times that accommodate all parents is difficult.

Priority Problem Statements

Problem Statement 1: Students that are above average at the beginning of the year do not show significant amounts of growth at the EOY.

Root Cause 1: Typically in the past, our focus was on those struggling students at Tier 2 and 3. The struggle to challenge and enrich the curriculum for the students that are already average or above remains.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The special ed and at risk populations continue to grow with special need and emotionally disturbed children each year. We need to increase the specialized training and supports available to our staff for these children. The time constraints put on our staff is huge.

Root Cause 2: The special ed and at risk populations are growing faster than the district can train or hire the specialized teachers needed.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: PreK enrollment has decreased from 90 at the end 22-23 school year to 88 at the beginning of this school year resulting in less students being exposed to the procedures, routines and education before entering kindergarten.

Root Cause 3: Since PreK is not mandatory, parents are not enrolling students into the program.

Problem Statement 3 Areas: Demographics - Student Learning

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
- HB3 CCMR goals

Student Data: Assessments

- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data




- Budgets/entitlements and expenditures data






Goals

Goal 1: Laura Reeves Primary will encourage participation from all parents, community members and stakeholders to support student growth and learning.

Performance Objective 1: Parents, community members and volunteers will be full partners with staff at Laura Reeves Primary. Participation in advisory meetings, game night, classroom events will be increased by 10 percent for 23-24.

Evaluation Data Sources: Sign In Sheets, Agendas, Website Publications, Calendars, Special Events, Announcements.

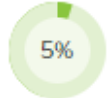

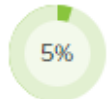




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parents, families and community members are notified of volunteer and participation opportunities through teacher-parent contacts and invitational newsletters. Laura Reeves Primary conducts a variety of events and programs geared towards including parents and other stakeholders in the educational system as a means to celebrate the utility of parental involvement. The events and programs include, but are not limited to: meet the teacher, parent/teacher conferences, student orientations, volunteer opportunities, awards assemblies, and other special programs.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Parent Involvement Communication - Title I, Part A - \$4,750</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus communications will be provided in English and in Spanish (where needed) for progress reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Communications will be shared with all stakeholders through the use of the campus/district website, marquee postings, newspaper advertisements, district calendar, folders/letters sent home, parent-reviewed work and newsletters.</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: As a collaborative effort, the campus advisory team (which includes parents), teachers and administration will annually review the parent/teacher compact, host Title I Schoolwide program meetings for parents, will annually evaluate the Title I program on campus, and review/revise the campus improvement plan for program coordination and effectiveness.</p> <p>Strategy's Expected Result/Impact: CIP</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parent involvement programs will be offered to parents through out the year. Topics such as parenting 101,Family game night, information about campus programs and other resources will be offered to parents and guardians.</p> <p>Staff Responsible for Monitoring: Principal, parent liaison</p>	Formative		
	Nov	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: All students at Laura Reeves Primary will master grade-specific TEKS and increase their Children's Learning Institute assessment (CLI) scores to a satisfactory level of performance.

Performance Objective 1: Kindergarten mClass scores will increase from BOY scores of 36% at or above benchmark on reading composite to 60% by the end of the 23-24 school year. Kindergarten overall NWEA reading and math scores will increase by 10 points by the end of the school year.






Evaluation Data Sources: End of year mClass scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Paraprofessionals will work with students within their classrooms in small groups and one-on-one to enhance skills in areas of weakness.</p> <p>Strategy's Expected Result/Impact: 9 weeks grades</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: 7 Paraprofessionals 7 FTEs and/or Title IV - Title I, Part A - \$153,000, Instructional Support - State Compensatory Education (SCE) - \$42,382</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Laura Reeves Primary provides a sequential, differentiated educational RTI program to nurture academic needs of students.</p> <p>Strategy's Expected Result/Impact: Enhanced lesson plans</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Kinder teachers will participate in monthly PLCs to analyze data to plan out methods of reteach and create intervention groups.</p> <p>Strategy's Expected Result/Impact: differentiated instruction</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: All students at Laura Reeves Primary will master grade-specific TEKS and increase their Children's Learning Institute assessment (CLI) scores to a satisfactory level of performance.

Performance Objective 2: PreK Children's Learning Institute assessments (CLI) will increase from 42% Proficient in literacy to 70%; Math will increase from 62% to 85% Proficient by the end of the 23-24 school year.

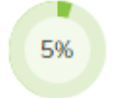
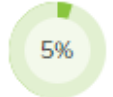
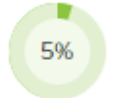




Evaluation Data Sources: End of year CLI scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PREK teachers will participate in monthly PLC meetings to discuss CLI scores and other assessment data, determine intervention groups, and implement instructional strategies for PreK students.</p> <p>Strategy's Expected Result/Impact: increased scores</p>	Formative		
	Nov	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: 100% of the students at Laura Reeves Primary will attend class in a timely manner.

Performance Objective 1: Laura Reeves Primary will increase student attendance from 93.32% in 2023 to 95% or higher in the 23-24 school year.


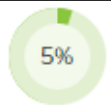
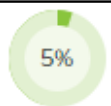




Evaluation Data Sources: TAPR report, Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Any student who has perfect attendance will be recognized at the end of each nine weeks in the classroom. Students with perfect attendance for the year will also be recognized at the end of the school year awards program.</p> <p>Strategy's Expected Result/Impact: Attendance reports</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Laura Reeves Primary will focus on intervention and proactive strategies for students with previous attendance problems to ensure improvement in their attendance. Parents of students who are chronically absent will be notified through parent/teacher conferences, phone calls, contact by principal, letters and/or truant officers.</p> <p>Strategy's Expected Result/Impact: Attendance reports</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: School- wide incentives will be given to individual students, grade levels and/or classes that meet expected attendance goals established by the campus attendance committee.</p> <p>Strategy's Expected Result/Impact: increase in attendance percentages</p> <p>Staff Responsible for Monitoring: PEIMS Clerk</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: All Staff members at Laura Reeves Primary will be 100% highly qualified.

Performance Objective 1: 100% of our teachers will attend ongoing staff development that focuses on the areas of core academics and support best practices towards the differentiation of instruction for all learners.






Evaluation Data Sources: Sign in sheets, teacher certifications, workshop completion certificates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will provide professional development for teachers which may include but is not limited to: training and mentor-ship for new teachers; professional development in specialized areas (i.e., teaching LEP students, G/T students, at-risk students and students with disabilities, students with autism); Professional development in core subject areas, with focus in math, reading, and writing; training on the use of technology and periodic training for teachers in how to identify difficulties and provide assistance to individual students.</p> <p>Strategy's Expected Result/Impact: Calendar; sign-in sheets; training certificates, Edvivate program records</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will provide professional development for instructional staff in the areas of data disaggregation including but not limited to: using MAP Growth, CLI, TKEA, Achieve 3000, and Smarty Ants. Staff will also participate in vertical Alignment meetings, PLCs and get support using the 5E Instructional Model, and DMAC.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ongoing professional development in the areas of classroom management, diversity, and educating different cultures.</p> <p>Strategy's Expected Result/Impact: Documentation from PLC Agendas and workshops attended. Decrease failure rate.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: All Staff members at Laura Reeves Primary will be 100% highly qualified.

Performance Objective 2: 100% of teachers and staff at Laura Reeves Primary will meet and maintain highly qualified status during the 2023-24 school year.







Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will coordinate with district Human Resources to analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet the ESSA highly qualified status. The campus will provide to each individual parent information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teacher. If a child has been assigned to or is being taught by a teacher who is not highly qualified for four or more consecutive weeks, the campus will provide timely notification to each individual parent.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Laura Reeves Primary will implement and effectively use technology to improve student achievement, implement instruction, enhance staff development, and guide administration.

Performance Objective 1: 100% of all students will have access to software and hardware equipment to enhance instruction in reading, writing, science, social studies, math and technology applications.


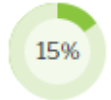





Evaluation Data Sources: Instructional walkthroughs, TTESS, and professional development agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Laura Reeves Primary will focus on integration of technology into instruction and the expansion of student access with software and hardware. For Example, DiscoveryEd Learning.com, Starfall, and Smarty Ants, DMAC, NWEA MAP Growth, Plan 4 Learning, and AChieve 3000, which helps teachers improve student learning with online curriculum and assessments.</p> <p>Strategy's Expected Result/Impact: Use of hands on technology by teachers and students. Observations in classrooms, and of student projects/products.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Contracted services - State Compensatory Education (SCE) - \$11,622</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All classrooms will receive an interactive View Sonic panel that will enhance instruction and improve student engagement.</p> <p>Strategy's Expected Result/Impact: increase student engagement</p> <p>Staff Responsible for Monitoring: classroom teacher</p> <p>Funding Sources: Supplies - State Compensatory Education (SCE) - \$100,868</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Laura Reeves Primary will provide a safe and disciplined environment that incorporates programs in conflict-resolution, violence/bully prevention and intervention, discipline management and character education to all students.

Performance Objective 1:

Laura Reeves Primary will attain a 10% decrease in discipline referrals in comparison to 22-23 school year and provide counseling/mentoring services to all students in need.

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselor will Incorporate schoolwide character lesson to individual classes once a month.	Formative		
	Nov	Mar	June
	 5%		
Strategy 2 Details	Formative Reviews		
Strategy 2: The counselor facilitate Social/Emotional lessons throughout the year.	Formative		
	Nov	Mar	June
	 15%		
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide positive Behavior Awards/incentives to students that display good behavior.	Formative		
	Nov	Mar	June
	 25%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Laura Reeves Primary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Laura Reeves Primary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chapman, Glenda	Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Chapman	Paraprofessional	PreK	1.0
Glenda Chapman	Paraprofessional	K	1.0
Hollis Payne	Paraprofessional	K	1.0
Tonja Green	Paraprofessional	K	1.0

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Tiffany Horton	Principal
counselor	Mary Roycroft	counselor
Classroom Teacher	Rebekah Pyne	Kinder
Classroom Teacher	Crystal Graham	PreK teacher
Classroom Teacher	Jennifer Theriot	KG teacher
Classroom Teacher	Caren Felps	PPCD teacher
Administrator	Jennifer Fisher	Assistant Principal
Paraprofessional	Chalondra Harris	Para
Parent	Kayla Honeycutt	Parent

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional Support		\$42,382.00
5	1	1	Contracted services		\$11,622.00
5	1	2	Supplies		\$100,868.00
Sub-Total					\$154,872.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Parent Involvement Communication		\$4,750.00
2	1	1	7 Paraprofessionals 7 FTEs and/or Title IV		\$153,000.00
Sub-Total					\$157,750.00