

**Wylie Independent School District**  
**Groves Elementary School**  
**2024-2025 Campus Improvement Plan**

# Mission Statement

Building the future, one student at a time.

## Vision

As a Groves community of learners, we empower one another to overcome challenges, achieve excellence, and influence the world in a positive way.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Based on the OnDataSuite for 2022-23, R. V. Groves Elementary is a K-4 elementary campus identified as a Title I Campus with 669 students. Groves is a neighborhood school, and all students live within two miles of the school. Dual Language is offered at Groves to students in Kinder-3rd. 44.69% of students are identified as economically disadvantaged. 29.6% of students are LEP. 16.14% of students qualify for special education.

- African American – 16.26%
- Hispanic – 35.25%
- White – 30.94%
- Asian – 13.09%
- Two or more races – 4.17%

### Demographics Strengths

Groves has an incredible amount of diversity among cultures, languages, and socioeconomic status. This develops opportunities for our students to heighten their sensitivities for others and recognize differences that make others unique. Having these opportunities at a campus like ours develops the whole child beyond academics.

A low rate of change in ethnic distribution continues to support the cultural diversity.

96.9% attendance rate from 20-21 TEA report card

4.03% of students qualifying for GT from OnDataSuite 23-24

mobility rate for 2020-21 is 9.1% from 20-21 TEA report card

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 48.2% of students are economically disadvantaged. **Root Cause:** 48.2% of our 695 students are economically disadvantaged. This is equal to 335 students. Other concerns based on Maslow's Hierarchy of Needs reduce levels of engagement for our students.

**Problem Statement 2:** 31% of students qualify as EB. **Root Cause:** Our attendance zone includes a large area of families whose parents are first generation citizens of the United

States.

# Priority Problem Statements

**Problem Statement 1:** 48.2% of students are economically disadvantaged.

**Root Cause 1:** 48.2% of our 695 students are economically disadvantaged. This is equal to 335 students. Other concerns based on Maslow's Hierarchy of Needs reduce levels of engagement for our students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our students have limited vocabulary in English and struggle with communicating their understanding in the learning process.

**Root Cause 2:** 31% of 695 students qualify as EB. There are about 26 different languages spoken at Groves with multiple dialects.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Economically disadvantaged hispanic students perform significantly lower academically than non-economically disadvantaged students or economically disadvantaged students who are not hispanic.

**Root Cause 3:** Economically disadvantaged hispanic students come from homes where parents are often not fluent in English.

**Problem Statement 3 Areas:** School Processes & Programs

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices







# Goals

**Goal 1:** Foster a strong sense of community & ethical values in our students.





**Performance Objective 1:** 100% of students will participate in The Wylie Way

**Evaluation Data Sources:** Student survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Highlight core value for the 9 weeks in each Gator Groove.  <b>Strategy's Expected Result/Impact:</b> Students and teachers will be reflective in highlighting the core values in their instruction and daily expectations.  <b>Staff Responsible for Monitoring:</b> Counselor, special areas lead teacher</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> One guidance lesson per month for each class  <b>Strategy's Expected Result/Impact:</b> Counseling Calendar connected to each class  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identified/referred students will be mentored by trained adult community mentors or PALS [high school students].  <b>Strategy's Expected Result/Impact:</b> PALS log; mentor log  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Foster a strong sense of community & ethical values in our students.





**Performance Objective 2:** 100% of teachers will create bully-free classrooms so that 100% of students experience a bully-free classroom.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implementation of District Anti-Bullying Policy <b>Strategy's Expected Result/Impact:</b> Bullying Report Forms, Guidance Lesson Plans <b>Staff Responsible for Monitoring:</b> Counselor and Assistant Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Participate in Unity Day through Wylie Way to join together against violent classrooms. <b>Strategy's Expected Result/Impact:</b> Anti-bullying assembly <b>Staff Responsible for Monitoring:</b> Counselor, PTA	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Foster a strong sense of community & ethical values in our students.

**Performance Objective 3:** Campus attendance rate will be at 97.5% or above.





**Evaluation Data Sources:** Campus attendance reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attendance and tardies will be monitored on a monthly basis <b>Strategy's Expected Result/Impact:</b> Tardy and attendance reports, tardy and attendance letters to parents <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Recognize students with perfect attendance and no tardies each nine weeks period. <b>Strategy's Expected Result/Impact:</b> Campus attendance reports <b>Staff Responsible for Monitoring:</b> Classroom teacher, attendance clerk	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Foster a strong sense of community & ethical values in our students.

**Performance Objective 4:** Encourage parent involvement





**Evaluation Data Sources:** social media invitations, pictures, teachers sending notes home

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Encourage more parental involvement with student successes and achievements.</p> <p><b>Strategy's Expected Result/Impact:</b> More parents will come to the campus when invited through social media event notices and the marquee to hear good things about their child.</p> <p><b>Staff Responsible for Monitoring:</b> admin, teachers</p>	Formative		
	Dec	Mar	June
<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 1:** Foster a strong sense of community & ethical values in our students.

**Performance Objective 5:** Staff at Groves commits to serve our diverse community by taking the time to respect and celebrate each other's unique vary in societal, cultural, and economic backgrounds.





**Evaluation Data Sources:** climate survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher serves as a diversity liaison to the staff and students for additional supports <b>Strategy's Expected Result/Impact:</b> Diversity awareness and its impact on education. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Books available in the library to support staff growth and awareness of different cultures. [Teacher books and Student books] <b>Strategy's Expected Result/Impact:</b> Use of books added to staff library and student library <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

**Performance Objective 1:** Groves will increase the percentage of 3rd-4th grade students who show mastery of grade level standard.





**Evaluation Data Sources:** 3rd & 4th grade reading STAAR scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide small group differentiated reading instruction for all 3rd and 4th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of 3rd grade students approaching grade level on STAAR reading each year.</p> <p><b>Staff Responsible for Monitoring:</b> grade level teachers, campus administration, ESL teacher, dyslexia therapist, special education teachers, interventionists</p>	Formative		
	Dec	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 2:** Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

**Performance Objective 2:** 100% of students will show at least one year of growth in reading and math.





**Evaluation Data Sources:** District diagnostic Reading and Math scores, BAS, STAAR Student Progress Measure

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will develop extensive lesson plans that provide differentiated instruction based on data and district provided curriculum documents.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly lesson plans, walk-thru data, unit assessments, DPAs, CFAs</p> <p><b>Staff Responsible for Monitoring:</b> teachers, auxiliary staff, campus administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide rigorous small group differentiated instruction for all students [ELL, 504, special education, at risk, GT] to perform at the state and federal targets. [Use diagnostic assessments and formative data]</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly lesson plans, unit assessments, DPAs, Walk-thru data, WIN ( intervention time)</p> <p><b>Staff Responsible for Monitoring:</b> ELL, intervention instructors and special education certified teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide small group instruction outside the regular school day for students who are performing below expectations in independent practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data on CFAs, STAAR, MAPs, BAS</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, classroom teachers, Title I FTE, Title I temporary tutor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide students access to online assessment, learning and remediation at school and at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data on CFAs, STAAR, MAPs, BAS and use of RAZ Kids Plus, and Progress Learning</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, classroom teachers, Title I FTE, Title I temporary tutor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

**Performance Objective 3:** Campus STAAR scores will be 10 points above the state average in all areas.

**Evaluation Data Sources:** STAAR results; MAP results for BOY, MOY, EOY; district unit assessment results





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Disaggregate data to identify individual student needs so that all student groups have intervention groups assigned during WIN each day.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR data, current year Benchmark data, Unit assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and teachers, including Title I FTE</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide rigorous classroom instruction at performance standard of TEKS ensuring economically disadvantaged students meet the same learning standard as students who are not economically disadvantaged.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly lesson plans, PLC agendas</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff members including Title I FTE, Title I Temporary Tutors</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 2:** Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

**Performance Objective 4:** Increase the number of parents and community members involved in activities that support student learning.





**Evaluation Data Sources:** Parent Volunteer Logs and Parent attendance sign in sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Schedule monthly PTA programs <b>Strategy's Expected Result/Impact:</b> PTA attendance records <b>Staff Responsible for Monitoring:</b> Campus administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 80% of parents will attend at least one of the two Parent Education Nights including Title I Literacy Night and Title I PAT event. [see G#2, PO# 4, St#3] <b>Strategy's Expected Result/Impact:</b> parent sign in sheets <b>Staff Responsible for Monitoring:</b> Campus administration and Title I FTE	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide parents with guidance, materials and activities that allow opportunities for student enrichment in math and reading to make academic connections between school and home. <b>Strategy's Expected Result/Impact:</b> increase parent involvement <b>Staff Responsible for Monitoring:</b> campus administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

**Performance Objective 5:** The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TexSHEP grant.





**Evaluation Data Sources:** End of year documentation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide staff development sessions for district counselors. <b>Strategy's Expected Result/Impact:</b> Attendance log <b>Staff Responsible for Monitoring:</b> Counselor, Principal, attendance clerk	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize data to increase the awareness and needs of the McKinney-Vento Act students. <b>Strategy's Expected Result/Impact:</b> Students in need will be recognized and identified <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery and other items specific to grant guidance. <b>Strategy's Expected Result/Impact:</b> Budget report <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Dec	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 2:** Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

**Performance Objective 6:** Provide real-life experiences for students with limited background experience, such as EL and economically disadvantaged youth, using field trips to increase background experience and vocabulary.





**Evaluation Data Sources:** lesson plans pre-teaching field trip experiences and follow-up activities, movie-watching party with nonfiction literature to support , summer literacy camps

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide field trips and guest speakers that are aligned with grade level TEKS. <b>Strategy's Expected Result/Impact:</b> increased vocabulary and background knowledge <b>Staff Responsible for Monitoring:</b> Campus administrator, team leads	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

**Performance Objective 7:** Provide dyslexia services for students identified with dyslexia.





**Evaluation Data Sources:** master schedule, WIN schedule, RTI discussion logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Incorporate time in the master schedule to provide dyslexia services to students outside of core ELAR time.  <b>Strategy's Expected Result/Impact:</b> Students with dyslexia will utilize strategies for reading success and achievement.  <b>Staff Responsible for Monitoring:</b> dyslexia therapist, admin</p>	Formative		
	Dec	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 2:** Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

**Performance Objective 8:** Campus will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.





**Evaluation Data Sources:** Fitness Gram, campus wellness team, participation in school or community wellness events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make healthier eating choices.</p> <p><b>Staff Responsible for Monitoring:</b> admin, nurse, cafeteria management, coach</p>	Formative		
	Dec	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 3:** Encourage involvement in extracurricular activities to enhance character development and academic success.

**Performance Objective 1:** Student success in extracurricular activities such as the 4th grade track meet, UIL district event, and various outside achievements will be noted through assemblies and/or Facebook recognition.

**Evaluation Data Sources:** Facebook page and other social medias

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student names will be submitted for recognition and announced over the PA, on the brag board, and/or via social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will strive to improve character decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, staff</p>	Formative		
	Dec	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:** Attract, retain, develop, and value a quality staff.


**Performance Objective 1:** All core subjects will be taught by Highly Qualified teachers.

**Evaluation Data Sources:** Staff roster and certification report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> At least one representative will be required to attend available snack attacks through the district for continuous professional learning and present to their teammates during PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> increased repertoire of knowledge for quality teaching</p> <p><b>Staff Responsible for Monitoring:</b> administration, team leader</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administrative team will attend the job fair posted for Wylie ISD in order to begin recruitment for potential hires in April. Interview questions are designed to reflect campus values represented in the vision statement.</p> <p><b>Strategy's Expected Result/Impact:</b> By hiring in April we are finding candidates with the greatest potential for hire.</p> <p><b>Staff Responsible for Monitoring:</b> principal and assistant principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Each staff meeting will take place monthly and provide teachers with the opportunity to learn high impact strategies for their classrooms. Examples include engaging instruction, anchor charts to enhance the learning environment, and supports that can be put in place for student groups such as eco dis, ESL, and SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be empowered by the leadership opportunities assigned to them for these staff meetings. Other staff members will benefit also from the recommendations and training provided by these teachers.</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principal, specific teachers, SPED team, ESL teacher, Title I facilitator, dyslexia teacher</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Administration/Certified staff will have opportunities to learn high impact strategies for learning at higher levels from outside contracted services. This may include registration to outside professional development. This may also include professional development from consulting services such as PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administration will be empowered by the opportunities to acquire further knowledge in their pedagogy. Students and peers will benefit as this knowledge is applied.</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principal, specific teachers, SPED team, ESL teacher, Title 1 facilitator, dyslexia teacher</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue



**Goal 4:** Attract, retain, develop, and value a quality staff.

**Performance Objective 2:** Teachers will be recognized publicly for positive campus impact.


**Evaluation Data Sources:** assembly agenda, Teacher of the Month

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be selected by administration for going above and beyond in impacting the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Pride in the campus and job satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Awards announced at Gator Gathering, Teacher of the Month presented (nominated by peers), and Great Gator Teachers (honored for helping students overcome challenges, achieve excellence, and influence the world in a positive way).</p>	Formative		
	Dec	Mar	June
<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 4:** Attract, retain, develop, and value a quality staff.

**Performance Objective 3:** by the end of 24-25 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.





**Evaluation Data Sources:** administration

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.  <b>Strategy's Expected Result/Impact:</b> Determination will identify teachers who need their certification for EL students.  <b>Staff Responsible for Monitoring:</b> principal, assistant principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.  <b>Strategy's Expected Result/Impact:</b> Non-ESL certified teachers will be able to obtain their certification without cost.  <b>Staff Responsible for Monitoring:</b> principal, assistant principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			

**Goal 5:** Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

**Performance Objective 1:** Teachers will have access to equitable resources and technology across classrooms based on comprehensive needs assessment.





**Evaluation Data Sources:** Campus resource list and technology report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Ensure each classroom has equitable technology and resources <b>Strategy's Expected Result/Impact:</b> Resources inventory <b>Staff Responsible for Monitoring:</b> Campus administration, campus grade level team leaders	Formative		
	Dec	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 6:** Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

**Performance Objective 1:** Majority of students will participate in College Week and Think College Thursday.





**Evaluation Data Sources:** Pictures of students in shirts posted to FB

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will view link for Mapping your Future Monday and in grades 2-4 students will use as a springboard for writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Heighten student awareness of the variety of jobs available, as well as the need for school to prepare for such jobs.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselor</p>	Formative		
	Dec	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 7:** Celebrate our excellence.

**Performance Objective 1:** Academic success of students achieving honor roll will be celebrated publicly each grading period.


**Evaluation Data Sources:** Campus calendar showing award assemblies, honor roll lists, social media

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students receiving A/B, A or Principal's honor roll will be recognized at each Gator Groove. Students will collect work to display in classroom as a demonstration of growth over time.</p> <p><b>Strategy's Expected Result/Impact:</b> Gator Groove agendas</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, campus secretary, classroom teachers, PEIMS clerk</p>	Formative		
	Dec	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 7:** Celebrate our excellence.

**Performance Objective 2:** 70% Groves students will participate in one of the following: District Celebrate the Arts, UIL, District Honor Choir, or District Track Meet and be recognized publicly through assemblies, Facebook, and/or the campus webpage.





**Evaluation Data Sources:** Rosters for Celebrate the Arts, District Track Meet, Campus webpage, Facebook timeline

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus art, music, and PE teacher will select and promote individual students' art work to display in the hallway and enter in Celebrate the Arts, district honor choir, and district track meet.</p> <p><b>Strategy's Expected Result/Impact:</b> Log of Celebrate the Arts, Honor Choir, and track meet participants</p> <p><b>Staff Responsible for Monitoring:</b> Campus art, choir, and PE</p>	Formative		
	Dec	Mar	June
			

**Goal 8:** Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

**Performance Objective 1:** During the 2024-25 School Year, an armed security guard will be on campus daily.

**Evaluation Data Sources:** Administration

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The security guard will regularly monitor hallways, check doors, and direct traffic in the back during dismissal.  <b>Strategy's Expected Result/Impact:</b> The campus will remain a safe environment.  <b>Staff Responsible for Monitoring:</b> Administration</p>	Formative		
	Dec	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 8:** Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

**Performance Objective 2:** The school will have regular drills that follow the WISD Emergency Procedures. [Examples include: Lockdown, Secure, Hold, Evacuate, Shelter in place, Medical, Fire ...] Adjustments will be made as needed to ensure safety.

**Evaluation Data Sources:** Administration; Fire department; ESC personnel



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristi Pendergrass	Title 1 Facilitator	Title 1	1
Melanie Goodrich	Title 1 Paraprofessional	Title 1	1