

Port Neches-Groves Independent School District



Groves Primary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Mission Statement

Groves Primary is committed to a tradition of excellence in education.

The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

Value Statement

Together we strive, together we thrive, inspiring everyone to grow, achieve and succeed each and every day.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Needs Assessment Overview Summary

Groves Primary is a brand new, state of the art facility. The Campus improvement committee met in May, 2025 to address our Comprehensive Needs Assessment and will meet again in October to finalize the plan. Our strengths are using technology and data driven instruction to promote academic growth. We hire and maintain highly qualified teachers who are passionate about their students. Our campus has a welcoming climate that can be felt when entering the building. Groves Primary is a diverse campus including special education, ESL, at risk, economically disadvantaged students. Student achievement continues to be successful because of strong classroom instruction and teaming approach. We are a Title I campus that provides ELAR and math assistance, and 2 ESL specialist to support student learning through small group instruction. We provide school counseling to all students through classes, small groups and individual meetings. Parent and family involvement is important to our campus and welcome parents to all events. Our PTO is a great support to our campus. Communication happens through many methods: Remind, Facebook, phone calls, monthly newsletter and notes home. Although we use many types of communication and have a wonderful rapport with parents, this is always an area in which we look to grow.

Demographics

Summary

Groves Primary (PK-2) is located in Groves, TX. Current enrollment is 637. Van Buren and Taft merged for the 2023-2024 school year and became Groves Primary (PK-2) Enrollment seems to be on the rise compared to other years.

Groves Primary has been operating since 2023-2024 school year.

The following is a breakdown of student population. Data is from the 2024-2025 TAPR report:

Year	AA	Hispanic	White	AI	Asian	PI	2 + Races	Econ. Dis.	ELL	At Risk
2024-2025	3.9%	37.5%	48.4%	.2%	5.5%	.0%	4.5%	56.6%	19.8%	42.4%

Comparatively 2023-2024 and 2024-2025

African American: 4.2% to 3.9% decrease

Hispanic: 33.4% to 37.5% increase

White: 53.2% to 48.4% decrease

American Indian: .7% to .2% decrease

Asian: 3.7% to 5.5% increase

Pacific Islander: .1% to .0% decrease

Two or more races: 4.6% to 4.5% about the same

Economically Disadvantaged: 59.4% to 56.6% decrease

At Risk: 45.5% to 42.4% decrease

ELL/EB: 17.8% to 19.8% increase

Strengths

The following strengths have been identified:

- Mobility rate was 10.2% (2022-23) and 7% (2023-24) has decreased and is below the state average of 16.4%.
- ELL population is 17.8% (2023-24) and 19.8% (2024-25) compared to the state average of 24.3%.
- Economically Disadvantaged students is at 59.4% (2023-24) and 56.6% (2024-25) is down and below the state average of 60.5%
- Campus Attendance has increased from 93.8% in 2023-2024 to 95.6% in 2024-2025 and is above the district (95.3%) and the state (93.9%) rate.
- Chronic absenteeism has decreased from 16.1% in 2023-24 to 8.5% in 2024-2025 and is below the district (9.3%) and the state (18%).

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Groves Primary serves a high-needs population, with 1 in 5 students identified as EB/EL and 4 in 10 identified as at-risk. A shortage of ESL-certified teachers creates a need for stronger ELPS-aligned instruction, accommodations, and differentiation.	The campus does not currently have a sufficient proportion of ESL-certified teachers to match the growing EB/EL population, and implementation of ELPS-aligned strategies, linguistic accommodations, scaffolding, and differentiated instruction is inconsistent across classrooms.

★ = Priority

Student Learning

Summary

Every student at Groves Primary is expected to achieve high growth in all areas of curriculum through a collective effort among the intervention team and classroom teachers.

Our intervention team includes: 2 intervention teachers, 2 dyslexia teachers, 2 ESL teachers, 3 para professionals one of which is bilingual. During the intervention hour, every student will be a part of intervention to whether it be to meet grade level standards or show growth and mastery of grade level standards. The intervention block is divided in to 2 segments where at any given time students are meeting with a teacher or working in a station to support a learning standard.

Strengths

Groves Primary made impressive gains on beginning, middle, and end of year testing at all grade levels. Each grade has shown more than one grade level worth of growth.

- Groves Primary will use supplemental instructional staff (teacher and paraprofessional) to focus on closing educational achievement gaps in core academic subject areas among all disaggregated student groups and improve percentage of students performing at grade level in Reading and Math.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Reading growth is not occurring consistently across all performance levels. While targeted interventions are supporting significant growth for students performing below grade level, students performing At Level and Above Level are not demonstrating comparable academic growth.	Instructional planning has primarily focused on remediation and intervention, while systems for consistently using assessment data to differentiate, enrich, and accelerate learning for students performing at or above grade level have not been fully established.

★ = Priority

School Processes & Programs

Summary

Groves Primary is staffed by 100% certified teachers, and highly qualified paraprofessionals.

All teachers use curriculum that is research based and aligned with the TEKS. Our staff is knowledgeable in required content, they use various assessment tools, and provide interventions for every level of learner. This includes Title I program called RISE, after school tutorials and small group instruction during the intervention SAT block. We provide Title I assistance for at-risk students based on the following: a. Star Reading for 2nd and Star Early Literacy for K-1 beginning of the year testing. b. Students that score in lowest percentiles along with teacher recommendations qualify to participate in the Title I program. To reach on-level and above level learners, teachers in the classroom tailor small group and hands on lessons to challenge them.

Teachers at Groves Primary participate in a teacher leader program that rotates a variety of teacher groups each six weeks to ensure everyone has a say in decision making.

Groves Primary 2nd grade students participate in UIL competition with Port Neches Primary, Port Neches Intermediate and Groves Intermediate as well as neighboring school districts. Events include math, spelling, music memory, chess puzzles, storytelling, creative writing and oral reading.

Strengths

The following strengths have been identified:

- All teachers are fully certified and 45.83% of the teachers are ESL certified.
- Talented and effective personnel are recruited through job vacancies posted on an active district web-page.
- Groves Primary has a schoolwide new teacher mentor program called "Rookies and Cookies" where new teachers/new hires are supported throughout the year.
- Groves Primary implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students in grades PK-2.
- Groves Primary uses various assessments to track student progress such as, MCLASS, Star Early Literacy, and Star Reading and Math.
- SAT time affords teachers with opportunities to differentiate instruction for all learners.
- All classrooms have Boxlight interactive panels installed.
- Teachers and students have been issued Chrome Books for use in their classrooms. PK and KG will have access to a full Chromebook cart.
- Groves Primary provides counseling to all students through character based curriculum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ As the EB/ELL population continues to grow, there is a need for more consistent differentiation, language-rich instruction, and appropriate scaffolds to ensure all students can access and master grade-level content.	The need for additional training, resources, and support to consistently implement differentiation, language-rich instruction, ELPS-aligned strategies, and appropriate scaffolds for EB/ELL and at-risk students is needed.

★ = Priority

Perceptions

Summary

Groves Primary has a very close faculty/staff that exhibits a family oriented atmosphere. Our staff is compassionate and aware of students' needs both academically and emotionally. We maintain high yet individualized expectations of all our students. We strive to provide a safe and secure environment for our students. Staff feedback from surveys done throughout the year are positive and constructive.

Family Engagement is high at Groves Primary. We realize the positive effect parents have on their child's learning. We value and respect parent input and their presence on campus. In the recent parent survey, the input was 100% positive from the 50+ parents that filled it out. Every Spring we send a survey and overall parents felt safety and student success was a top priority. Our PTO is very active and supportive with meaningful ways for parents to be involved such as being a homeroom mom parent, meetings, spirit sales, raffles and they handle most of the Teacher Appreciation details.

Grade levels are divided into 2 teams for their conference time however, on Friday the entire grade level is together to plan.

Strengths

The following strengths have been identified:

- A consistently strong rapport exists between students/teachers; as well as, among staff members.
- Our building is secure and parents comply with all of our safety measures.
- Discipline issues are minimal and parents are supportive when we reach out.
- Students have a sense of security while at Groves Primary.
- Parent Square has improved communication with parents. Our teachers are also using Class Dojo to help with attendance and behavior communication with parents.
- Attendance remains high at all functions here at Groves Primary including music programs, Meet the Teacher, Read Across America, Grade level dress up days such as Book characters, Easter bonnet parade, Western day.
- SAT time has allowed for fewer disruptions during the school day.
- We have hired more bilingual staff members to help Spanish speaking parents and students communicate.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Family engagement data and participation indicate a need to strengthen relationships with Spanish speaking families to increase their sense of belonging, connection, and partnership with Groves Primary.	The campus needs more intentional systems for building trusting relationships and creating accessible, culturally responsive opportunities for Spanish speaking families to engage with the school.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Groves Primary serves a high-needs population, with 1 in 5 students identified as EB/EL and 4 in 10 identified as at-risk. A shortage of ESL-certified teachers creates a need for stronger ELPS-aligned instruction, accommodations, and differentiation.

The campus does not currently have a sufficient proportion of ESL-certified teachers to match the growing EB/EL population, and implementation of ELPS-aligned strategies, linguistic accommodations, scaffolding, and differentiated instruction is inconsistent across classrooms.

2
★

Reading growth is not occurring consistently across all performance levels. While targeted interventions are supporting significant growth for students performing below grade level, students performing At Level and Above Level are not demonstrating comparable academic growth.

Instructional planning has primarily focused on remediation and intervention, while systems for consistently using assessment data to differentiate, enrich, and accelerate learning for students performing at or above grade level have not been fully established.

3
★

As the EB/ELL population continues to grow, there is a need for more consistent differentiation, language-rich instruction, and appropriate scaffolds to ensure all students can access and master grade-level content.

The need for additional training, resources, and support to consistently implement differentiation, language-rich instruction, ELPS-aligned strategies, and appropriate scaffolds for EB/ELL and at-risk students is needed.

4
★

Family engagement data and participation indicate a need to strengthen relationships with Spanish speaking families to increase their sense of belonging, connection, and partnership with Groves Primary.

The campus needs more intentional systems for building trusting relationships and creating accessible, culturally responsive opportunities for Spanish speaking families to engage with the school.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability

- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 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

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus department and/or faculty meeting discussions and data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Groves Primary will ensure all students demonstrate measurable annual growth in reading and math through data-driven, differentiated instruction that provides intervention, enrichment, and acceleration based on individual student needs.

Performance Objective 1

All student groups will demonstrate measurable growth in reading and math, with an increased percentage of students meeting or exceeding expected annual growth as measured by campus and district assessments.

Evaluation Data Source: BMEYOY data

Strategy 1

Teachers will use assessment data, student work, and progress-monitoring data to plan differentiated instruction, flexible small groups, intervention, enrichment, and appropriate accommodations/scaffolds based on individual student needs.

Strategy's Expected Result/Impact: Research based instruction will lead to increased student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November

February

May

May

Strategy 2

Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations

Strategy's Expected Result/Impact: Curriculum support for teachers will lead to increased student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Team.

Formative Reviews

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Reading growth is not occurring consistently across all performance levels. While targeted interventions are supporting significant growth for students performing below grade level, students performing At Level and Above Level are not demonstrating comparable academic growth.

Instructional planning has primarily focused on remediation and intervention, while systems for consistently using assessment data to differentiate, enrich, and accelerate learning for students performing at or above grade level have not been fully established.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

As the EB/ELL population continues to grow, there is a need for more consistent differentiation, language-rich instruction, and appropriate scaffolds to ensure all students can access and master grade-level content.

The need for additional training, resources, and support to consistently implement differentiation, language-rich instruction, ELPS-aligned strategies, and appropriate scaffolds for EB/ELL and at-risk students is needed.

Performance Objective 2

Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review, and Dismissal (ARD) Committee meetings, and will demonstrate success on their IEPs.

Evaluation Data Source: BMEYOY data

Strategy 1 ☒ Additional Targeted Support Strategy

Target through special programs and differentiated instruction this includes our diverse student population including SpEd and ESL.

Strategy's Expected Result/Impact: Special programs will lead to IEP goal mastery and TELPAS goal mastery of at risk students.

Staff Responsible for Monitoring: Principal, Teachers, Counselor, Gen ed and Sped teachers/ESL, Intervention teachers

Problem Statements: Demographics 1 - School Processes & Programs 1

November

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May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Groves Primary serves a high-needs population, with 1 in 5 students identified as EB/EL and 4 in 10 identified as at-risk. A shortage of ESL-certified teachers creates a need for stronger ELPS-aligned instruction, accommodations, and differentiation.

The campus does not currently have a sufficient proportion of ESL-certified teachers to match the growing EB/EL population, and implementation of ELPS-aligned strategies, linguistic accommodations, scaffolding, and differentiated instruction is inconsistent across classrooms.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

As the EB/ELL population continues to grow, there is a need for more consistent differentiation, language-rich instruction, and appropriate scaffolds to ensure all students can access and master grade-level content.

The need for additional training, resources, and support to consistently implement differentiation, language-rich instruction, ELPS-aligned strategies, and appropriate scaffolds for EB/ELL and at-risk students is needed.

Goal 2

By the end of the 2026-2027 school year, Groves Primary will increase student attendance toward the district goal of 97% and reduce the number of students identified as chronically absent.

Performance Objective 1

The attendance rate rate for all students will be at least 97% and the rate for chronically absent students will decrease to less than 8%.

Evaluation Data Source: Accountability Rating System Report, PEIMS

Strategy 1

Implement a campus-wide attendance system that includes regular monitoring, early parent communication, recognition/incentives, identification of barriers, and targeted support for students with patterns of absences or tardies.

Strategy's Expected Result/Impact: Weekly attendance rates will improve.

Staff Responsible for Monitoring: Campus Administration, counselors, and teachers

Formative Reviews

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Strategy 2

After 3 unexcused absences, GP will send an automated letter through Skyward to parents of students who are at-risk of losing credit for excessive absences and may require make-up time after school.

Strategy's Expected Result/Impact: Enforcing student attendance laws will lead to increased student attendance.

Staff Responsible for Monitoring: AP, clerk

Formative Reviews

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Strategy 3

Post attendance newsletter on social media with attendance tips and reminders.

Strategy's Expected Result/Impact: Attendance rate will improve.

Staff Responsible for Monitoring: Principal

Formative Reviews

November

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Strategy 4

Districtwide PNG will celebrate Attendance Awareness Month in Sept. with dress up days and incentives.

Strategy's Expected Result/Impact: Bring awareness to the importance of attendance.

Staff Responsible for Monitoring: AP

Formative Reviews

November

February

May

May

Goal 3

Groves Primary will maintain a safe, secure, positive, and supportive learning environment through effective safety measures, consistent protocols, emergency preparedness, and practices that support the physical, social, and emotional well-being of all students and staff.

Performance Objective 1

Groves Primary will maintain a safe and secure learning environment by consistently implementing building safety procedures, emergency protocols, supervision practices, and staff training designed to protect students and staff throughout the school day.

Evaluation Data Source: Trainings provided, staffs knowledge and preparedness to react and respond to situations

Strategy 1

PNGISD will provide training on Standard Response Protocol and Stop the Bleed to 100% of faculty, staff, and substitutes.

Strategy's Expected Result/Impact: Preventative training to ensure our staff and students are safe in the event there is a threat to our district, staff, and students.

Staff Responsible for Monitoring: Deputy Superintendent, SRO, School Marshals, Principal

Formative Reviews

November	February	May	May
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Strategy 2

All doors will remain locked and all visitors will check in at the office. All staff will be assigned a door to check throughout the day.

Strategy's Expected Result/Impact: Campus will be secure and visitors are easy to recognize due to badges.

Staff Responsible for Monitoring: District technology, front office staff

Formative Reviews

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Strategy 3

Provide anonymous online reporting system for campus safety concerns.

Strategy's Expected Result/Impact: An online reporting system will provide stakeholders with a way to anonymous report campus safety concerns.

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

November

February

May

May

Strategy 4

Teachers have access to Raptor Drill system and will mark themselves and safe through the location system embedded in the app.

Strategy's Expected Result/Impact: Safe and secure school

Staff Responsible for Monitoring: all staff

Formative Reviews

November

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May

Strategy 5

Full time school Marshall will be readily available on a daily basis.

Strategy's Expected Result/Impact: Community awareness

Staff Responsible for Monitoring: Principal, Groves PD

Formative Reviews

November

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Performance Objective 2

Groves Primary will strengthen a positive and supportive learning environment by implementing consistent behavioral supports, de-escalation practices, and response protocols that promote student self-regulation, emotional well-being, and the safety of students and staff.

Strategy 1

Implement consistent, developmentally appropriate behavioral expectations, positive reinforcement, and self-regulation supports across all campus settings such as ClassDojo/ positive reinforcement; calming strategies; visual expectations; classroom routines and procedures.

Strategy's Expected Result/Impact: Positive behaviors and self regulation

Staff Responsible for Monitoring: Principal, AP, Counselor, Early Learning Coor., teachers

Formative Reviews

November	February	May	May
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Strategy 2

Provide staff with training and ongoing support in recognizing signs of student dysregulation and utilizing effective de-escalation, co-regulation, and behavior-support strategies through CPI, Autism and classroom management training to be proactive.

Strategy's Expected Result/Impact: Students in class who are able to calm themselves.

Staff Responsible for Monitoring: Principal, AP, Counselor, Early Learning Coor., teachers

Formative Reviews

November	February	May	May
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Strategy 3

Develop and implement a consistent campus response protocol for students exhibiting significant dysregulation, aggression, elopement, or other behaviors that may create a safety concern.

Strategy's Expected Result/Impact: Team know who and when seek support

Staff Responsible for Monitoring: Principal, AP, Counselor, Early Learning Coor., teachers

Formative Reviews

November	February	May	May
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Strategy 4

Use student behavior data and collaborative problem-solving to identify students requiring additional behavioral, social-emotional, or safety supports and develop individualized interventions as appropriate.

Strategy's Expected Result/Impact: Objective documentation

Staff Responsible for Monitoring: Principal, AP, Counselor, Early Learning Coor., teachers

Formative Reviews

November

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May

Goal 4

Groves Primary will recruit, hire, develop, and retain highly qualified and dedicated teachers and staff who are committed to excellence in teaching and learning.

Performance Objective 1

Groves Primary will increase staff capacity and retention by providing targeted professional learning, coaching, collaboration, and support based on identified teacher and campus needs.

Evaluation Data Source: Professional development attendance records, non-district PD registration information

Strategy 1

Instructional technology professional development opportunities will be provided to teachers, staff, and administrators.
Opportunities may include campus-based training, online training, face-to-face training; Region 5 workshops, TCEA, etc.

Strategy's Expected Result/Impact: Faculty, staff and administrators who demonstrate mastery of technology will lead/teach by example with daily use of these skills.
Evidence: PDExpress attendance reports; sign-in sheets and evaluations

Staff Responsible for Monitoring: Technology Director, Principal, CIC

Formative Reviews

November	February	May	May
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Strategy 2

Leadership professional development will be encouraged for all administrators.
--Encourage participation at TEPSA events.
--Lead4Ward workshops
--Principal/Director monthly trainings with PNGISD admin team (curriculum and admin)

Strategy's Expected Result/Impact: Leadership professional development will enable instructional leaders to more effectively mentor teachers.
Evidence: Sign-in sheets and evaluations

Staff Responsible for Monitoring: Deputy Superintendent
Principal

Formative Reviews

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Strategy 3

Provide differentiated professional development, instructional coaching, learning walks, collaborative planning, mentoring for new teachers, and regular feedback focused on effective instruction, differentiation, classroom management, and student achievement.

Strategy's Expected Result/Impact: Technology staff development equips teachers with instructional technology strategies to use in their instruction.
Evidence: Sign-in sheets

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

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Goal 5

Groves Primary will strengthen family engagement by building trusting relationships and providing accessible, inclusive opportunities for all families to communicate, participate, and partner in their child's education.

Performance Objective 1

Groves Primary will increase family engagement and strengthen communication with families, with particular attention to improving access and participation for Spanish-speaking families.

Evaluation Data Source: Remind/Parent Square texts, surveys, social media comments

Strategy 1

Early Learning Support Coordinators will connect with families and provide them with learning strategies to assist their students at home.

Strategy's Expected Result/Impact: Students and parents will work together to increase learner performance through community events, parenting programs, home visits, etc. (Lunch and Learn)

Staff Responsible for Monitoring: Deputy Superintendent, Early Learning Support Coordinators

Problem Statements: Perceptions 1

Formative Reviews

November

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May

Strategy 2

GP will encourage communication between home and school through marquee, Principal Newsletter, Facebook, Remind/Parent Square, email, Meet the Teacher, surveys, parent teacher conference, monthly PTO meetings, annual Title meetings.

Strategy's Expected Result/Impact: Increased parent communication

Staff Responsible for Monitoring: Principal, AP, counselor, teachers

Problem Statements: Perceptions 1

Formative Reviews

November

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May

May

Strategy 3

Host a family engagement event each school year that includes activities targeting all families including underrepresented populations including ESL and Sped.

Strategy's Expected Result/Impact: Parent family engagement activities will foster positive parent perceptions of the school. Mexican Heritage month, Culture Night, Unified Sports

Staff Responsible for Monitoring: Counselor, ESL teachers, Sped teachers, gen ed teachers.

Problem Statements: Perceptions 1

Formative Reviews

November

February

May

May

Strategy 4

Provide consistent bilingual communication, translated materials, accessible family events, multiple methods for two-way communication, and intentional opportunities to build relationships with Spanish-speaking families and increase their participation in the school community.

Strategy's Expected Result/Impact: Stronger connection with ELL families

Staff Responsible for Monitoring: ESL team, admin, Title team

Problem Statements: Perceptions 1

Formative Reviews

November

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May

May

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Family engagement data and participation indicate a need to strengthen relationships with Spanish speaking families to increase their sense of belonging, connection, and partnership with Groves Primary.

The campus needs more intentional systems for building trusting relationships and creating accessible, culturally responsive opportunities for Spanish speaking families to engage with the school.



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Melissa Trahan	Teacher	2nd	1
Paige Gaspard	Teacher	Title	1



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Child Abuse and Neglect	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Coordinated Health Program	Tanya Davis	9/4/2025	Julie Gauthier	6/27/2024
Decision-Making and Planning Policy Evaluation	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Disciplinary Alternative Education Program (DAEP)	Brian Waguespack	9/4/2025	Julie Gauthier	6/27/2024
Dropout Prevention	Campus Principal	9/4/2025	Julie Gauthier	6/27/2024
Dyslexia Treatment Program	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part C Migrant	Staci Gary	9/4/2025	Julie Gauthier	8/21/2024
Pregnancy Related Services	Campus Nurse	9/4/2025	Julie Gauthier	6/27/2024
Post-Secondary Preparedness	Campus Counselors	9/4/2025	Julie Gauthier	6/27/2024
Recruiting Teachers and Paraprofessionals	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Crisis Intervention Programs and Training	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Discipline/Conflict/ Violence Management	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Texas Behavior Support Initiative (TBSI)	Misty Higgins	9/4/2025	Julie Gauthier	6/27/2024
Technology Integration	Crystal Werkheiser	9/4/2025	Julie Gauthier	6/27/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Staci Gary	6/27/2024	Julie Gauthier	8/21/2024
Parent and Family Engagement Plan	Staci Gary	9/3/2026	Julie Gauthier	6/27/2024



Addendums



Groves Primary Parental and Family Engagement Policy 2025-2026

PURPOSE

The faculty and staff of Port Neches Intermediate believe that parental involvement in the educational activities of the school is essential to a student's success. Port Neches Intermediate School is committed to excellence in education. The purpose of Title I is to improve the basic programs of Port Neches Intermediate. This will provide opportunities for students to acquire the knowledge and skills contained in the state content standards as well as to meet state performance standards. Port Neches Intermediate will maximize its resources to enable each child to become a successful learner. On-going, two-way, meaningful communication between school and home will occur to facilitate mutual understanding to stimulate student success.

Port Neches Intermediate will make every effort to include parents in the development, evaluation, and revision of the Title I Program to provide excellence in education. In keeping with the core belief held by all teachers at Port Neches Intermediate, the following parental involvement policy has been set forth:

GENERAL EXPECTATIONS

Groves Primary agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (a) That parents play an integral role in assisting their child's learning.
 - (b) That parents are encouraged to be actively involved in their children's education at school
 - (c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children
 - (d) The carrying out of other activities, such as those described in section 1118 of the ESEA.
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the school parent and family engagement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community.
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parent involvement policy.
- Use the findings of the parent and family engagement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy.
- Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
- If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
- Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT/DEVELOPMENT

Groves Primary School will involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of Title 1 programs, the school's Parent and Family Engagement Policy, Campus Needs Assessment, Campus Improvement Plan, and updates on school testing data.

Groves Primary School invites parents to participate in the planning, reviewing and revision of the Campus Improvement Plan and Parent and Family Engagement Policy three times each year. Meetings are offered in the morning and evening. Port Neches Intermediate encourages participation in the Port Neches Intermediate School Parent- Teacher Organization (PTO) to create an opportunity for parental input and involvement in numerous activities. Port Neches Intermediate School will also invite parents to serve on the Campus Improvement Committee.

Groves Primary School invites parents to participate in a variety of meetings and activities at various times over the course of the school year.

Meet the Teacher meetings are held in early August to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and curriculum. Parent-teacher conferences may be scheduled to fit the individual needs of each student.

Groves Primary School will provide parents with timely information about programs, curriculum, and forms of assessment used to measure student progress.

Groves Primary communicates with parents regularly to relay state curricular and assessment expectations, school requirements of the delivery of instruction, and the routines in place to ensure academic success of students. Port Neches Intermediate utilizes a variety of communicative means including, but not limited to: our school handbook, memos, letters, email, classroom and grade level newsletters, principal newsletters, attendance newsletters, informational parent meetings, Meet the Teacher Night, grade level programs, school/teacher websites, GP Facebook Page, Remind, and individual notes or calls home.

Groves Primary School jointly develops, with parents, a school-parent compact that outlines how parents, school staff, and students share responsibility for student academic achievement.

Parent compacts shall be distributed during the Parent Teacher Conference held after the first six weeks period.

Groves Primary School will assist parents in understanding such topics as state academic content and student achievement standards, academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Groves Primary School will conduct parent teacher conferences at least annually. The dates for this year's annual parent teacher conference are October 14-15, 2025. At this time, the parent teacher compact shall be discussed as it relates to the individual child's achievement. Teachers shall be available to discuss student progress with the parent(s). The student compacts shall be discussed as it relates to the child's achievement. Parent resource materials will be available through the campus counselor's office.

Groves Primary School will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Groves Primary will hold family nights in the fall and in the spring in order to provide training that parents and children attend together with information that will continue learning at home.

Groves Primary School shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of parental contributions, and in how to reach out to, communicate with, and work with parents.

Faculty and staff members will be cognizant of educational research on parental involvement. Parental input will be solicited throughout the year in meetings, through surveys and one-on-one conferences. Information derived will be utilized by the school's administration to strengthen the tie between school and home. Faculty and Staff will be trained on how to deal with difficult parents. Faculty and staff will travel to student neighborhoods and conduct home visits in early August before the first day of school.

Groves Primary School shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Groves Primary will use interactive computer programs that help parents with students in reading and math. Parents will receive their child's login information to all technology programs.

Groves Primary School shall ensure that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and, to extent practicable, in a language parents can understand.

School and district websites, and social media will be utilized to inform parents of school events in a language that they can understand. The district website contains active links to TEA parent documents for understanding test results in Spanish. There will be an increased number of staff with ESL certifications.

Groves Primary School shall provide opportunities for the participation of parents with children with limited English proficiency, children with disabilities, and migratory children.

All parents are afforded the opportunity to be involved in their child's school. If a special need is identified that would help a parent more fully understand the educational process and academic progress of their child, assistance will be provided.

Groves Primary will provide reasonable support for parental involvement activities as parents may request.

Groves Primary will conduct parent surveys to solicit feedback in order to enhance parental involvement. During annual Title meetings, Port Neches Intermediate will perform a comprehensive needs assessment in order to identify and prioritize needs and develop strategies to address the identified needs.

ADOPTION

The Groves Primary Parental and Family Engagement Policy/Plan has been developed/revised jointly with parents and the Campus Improvement Committee, and will be shared with parents and families of children participating in the Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Plan was developed/revised by Groves Primary on 05/13/25 and will be in effect for the period of the 25-26 school year.

The school will distribute the Parental and Family Engagement Policy/Plan by posting it on the campus website, and a copy will be published in the Student Handbook in a timely manner after it is board approved.

Angela Lewis

Signature of Title I Authorized Representative (Campus Principal)

School-Parent Compact

Port Neches-Groves ISD

2025-2026



Groves Primary, Groves Intermediate, Port Neches Primary and Port Neches

Intermediate are all Title I, Part A campuses. These schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2025-2026.

The required school-parent compact provisions are listed below.

School Responsibilities

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate.

Parent/Caregiver Responsibilities

We, as parents/caregivers, will support our children's learning in the following ways:

- Monitor attendance.
- Make sure that homework is completed.
- Volunteer at my child's school.
- Participate, as appropriate, in decisions relating to my children's education by attending parent conferences.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on advisory groups or committees on the campus or district level.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school every day unless I am sick.
- Complete any homework assigned and turn it in on time.
- Return corrected work to my parent/caregiver.
- Pay attention in class and ask for help when I need it.
- Be responsible for my own behavior.
- Give to my parent/caregiver all notices and information received by me from my school every day.

Make sure to Follow the facebook page for your child's campus for important information and updates!

Port Neches-Groves ISD
2025-2026 Title I Parent & Family Engagement Training
"Building Parent-Teacher Relationships"

Date: 8/27/25 Campus: Groves Primary

Agenda Item: Educate teachers, paraprofessionals and other staff members in the value and utility of the contributions of parents at our campus through building parent-teacher relationships.

Name	Signature
Angela Lewis	Angela Lewis
Traci Mitchell	Traci Mitchell
Kayci Hopkins	Kayci Hopkins
Chimber Harrington	Chimber Harrington
Spencer Smart	Spencer Smart
Kristen Amoyos	Kristen Amoyos
Cindy Downs	Cindy Downs
Jacy Cardenas	Jacy Cardenas
Rachel Arnaud	Rachel Arnaud
Ingrid Arevalo (Chicas)	Ingrid Arevalo
Kristen Rice	Kristen Rice
SARAH WALKER	SARAH WALKER
Lesli Bravo	Lesli Bravo
Isabel Hall	Isabel Hall
Lola Franklin	Lola Franklin
Leah Alsibaa	Leah Alsibaa
Chelsea Romero	Chelsea Romero
Ashley Ginn	Ashley Ginn
Pamela Ott	Pamela Ott
Megan Benoit	Megan Benoit

School-Parent Compact

Port Neches-Groves ISD

2025-2026



Groves Primary, Groves Intermediate, Port Neches Primary and Port Neches Intermediate are all Title I, Part A campuses. These schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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- Serve, to the extent possible, on advisory groups or committees on the campus or district level.

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- Be responsible for my own behavior.
- Give to my parent/caregiver all notices and information received by me from my school every day.

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Parent-Teacher Conferences: A Tip Sheet for Parents

As a parent, you are your child's first and most important teacher. You and your child's school have something in common: you both want your child to learn and do well. When parents and teachers talk to each other, each person can share essential information about your child's talents and needs. Each person can also learn something new about how to help your child. Parent-teacher conferences are a fantastic way to start talking to your child's teachers. This tip sheet suggests ways that you can make the most of parent-teacher conferences so that everyone wins, especially your child.

What should you expect?

- **A two-way conversation.** Like all good conversations, parent-teacher conferences are best when both people talk and listen. The conference is a time for you to learn about your child's progress in school: Ask to see data about your child's attendance, grades, and test scores. Find out whether your child is meeting school expectations and academic standards.
- **Emphasis on learning.** Good parent-teacher conferences focus on how well the child is doing in school. They also talk about how the child can do even better.
- **Opportunities and challenges.** Just like you, teachers want your child to succeed. You will probably hear positive feedback about your child's progress and areas for improvement.

Checklist: Before the Conference

- ✓ Schedule a time to meet.
- ✓ Review your child's work, grades, and progress reports.
- ✓ Make a list of questions to ask during the conference.
- ✓ Think about ways you would like to be involved in your child's learning so that you can discuss them with the teacher.

Be Heard

Keep these principles in mind for a great parent-teacher conference.

Best intentions assumed
Emphasis on learning
Home-school collaboration
Examples and evidence
Active Listening
Respect for all
Dedication to follow-up

What should you talk to the teacher about?

- **Progress.** Find out how your child is doing by asking questions like: Is my child performing at grade level? How is he/she doing compared to the rest of the class?
- **Assignments and assessments.** Ask to see examples of your child's work. Ask how the teacher gives grades.
- **Your thoughts about your child.** Tell the teacher what you think your child is good at. Explain what he or she needs more help with.
- **Support learning at home.** Ask what you can do at home to help your child learn.

Resources:

Parent-Teacher Conference Tip Sheets

<http://tinyurl.com/y4eagwqr>

Questions to Ask

<http://tinyurl.com/qxnz7hu>

How should you follow up?

- **Make a plan.** Write down the things that you and the teacher will each do to support your child. You can do this during the conference or after. Write down what you will do, when, and how often. Make plans to check in with the teacher in the coming months.
- **Schedule another time to talk.** Communication should go both ways. Ask how you can contact the teacher. And don't forget to ask how the teacher will contact you too. Be sure to schedule at least one more time to talk in the next few months.
- **Talk to your child.** The parent-teacher conference is all about your child, so don't forget to include him or her. Share with your child what you learned. Show him or her how you will help with learning at home. Ask for his or her suggestions.

**Title I, Part A Parent and Family
Engagement Statewide Initiative**
at Region 16 Education Service Center

Funded by Texas Education Agency
www.t1pfe@esc16.net



Harvard Family Research Project: Harvard
Graduate School of Education, www.hfrp.org
<http://tinyurl.com/y5bpzf4j>

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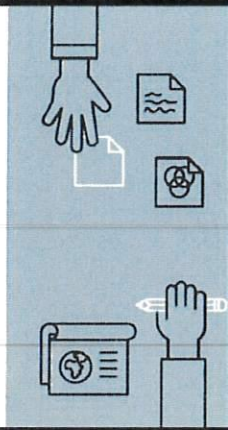
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PARENT - TEACHER RELATIONSHIPS

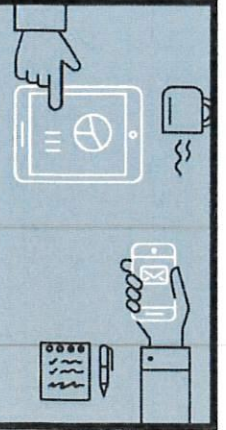
Effective Communication:

- Is essential to building school-family partnerships
- The foundation for all other forms of family involvement in education



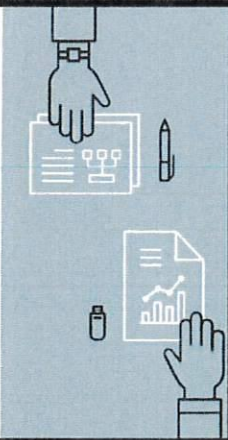
Effective communication strategies involve:

- **Initiation** - As soon as you know which students will be in your classroom for the year, make an introductory phone call or letter; the home introducing yourself to the parents.
- **Timeliness** - Make a contact soon after a problem has been identified, so a timely solution can be found.
- **Consistency and frequency** - Parents want frequent, ongoing feedback about how their child is performing.
- **Follow-through** - Parents and Teacher want to see that the other will actually do what they say they will do.
- **Clarity and usefulness of communication** - Parents and teachers should have the information they need to help students, in a form and language that makes sense to them.



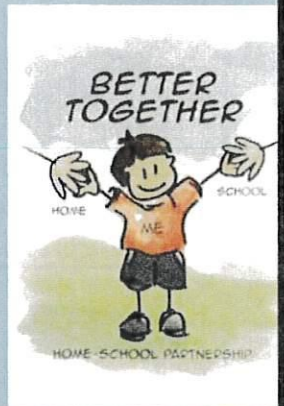
Parent Benefits:

- Affects the quality of parents' home involvement with their child's learning
- Provides ideas on how to help and support their child's learning
- Confidence is gained and they feel value in their involvement at school
- A greater appreciation is developed for the important role they play in their child's education



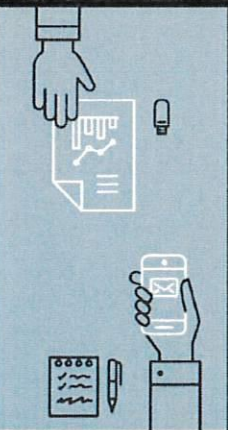
Student Benefits:

- Raises academic achievement
- Increases motivation to learn
- Improves behavior
- Regular attendance
- Positive attitude about homework and school



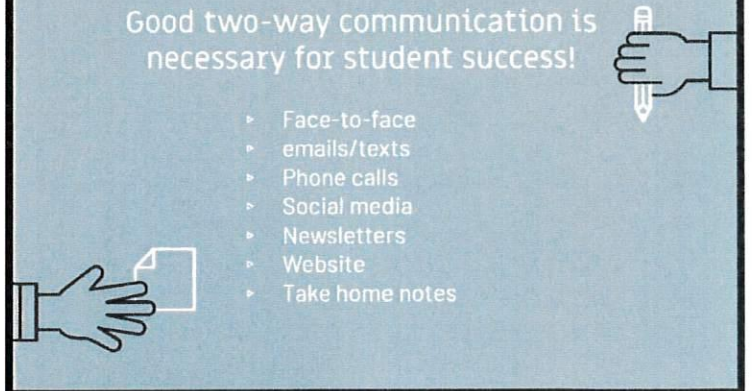
Teacher benefits:

- Allows teachers to focus more on the task of teaching children
- Learn about student's needs and home environment which allows you to better meet those needs
- Involved parents tend to have a more positive view of teachers which improves the school's morale



Good two-way communication is necessary for student success!

- Face-to-face
- emails/texts
- Phone calls
- Social media
- Newsletters
- Website
- Take home notes



REMEMBER THE POWER OF "R" - RELATIONSHIPS

NEVER lose sight of the fact that you and the parent are working together to lead the child to success!



“Building Parent-Teacher Relationships”

Date: 9-16-25 Campus: Groves Primary

Agenda Item: Educate teachers, paraprofessionals and other staff members in the value and utility of the contributions of parents at our campus through building parent-teacher relationships.

[illegible]

Title 1 - CIC Meeting

Tuesday, September 16, 2025

What is Title 1?

Program Participation

Use of Funds

What does it mean to be a Title 1 school?

Parent Participation

Parent - Teacher Conferences & Relationships

Curriculum & Assessment

Program Evaluation (Spring)

Wrap Up



Port Neches-Groves ISD

Schoolwide Title Information

Groves Primary School

Why is this Information Important?

The *Every Student Succeeds Act* requires that each Title I school hold an annual meeting for the purposes of:

Informing you of your school's participation in Title I

Explaining the requirements of a Title I, Part A program

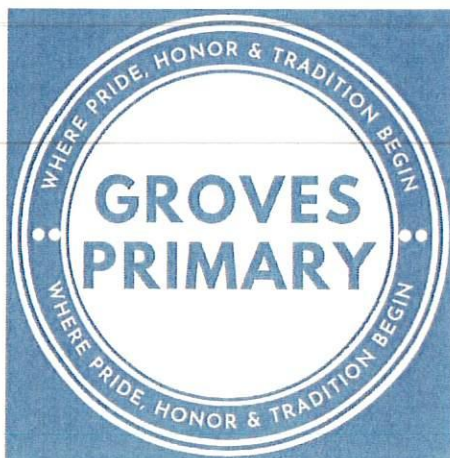
Explaining your rights as a parent to be involved.

What is a Schoolwide Title Campus?

Groves Primary is a schoolwide Title campus because its Free & Reduced Lunch percentage is greater than 40%. Our percentage is 57 %.

Title Funds

PNGISD will receive at least \$903,714.00 in Title I funds for the 2025-2026 school year. The majority of these funds is used for hiring teachers to teach our children! The purpose of the Title program is to improve student academic achievement.



PARENT PARTICIPATION OPPORTUNITIES

Parents are always welcome at our school. Here are some opportunities for involvement at Groves Primary:

- Attend parent-teacher conferences
- Serve on the Title I parent committee and help plan the school's campus improvement plan, the school-parent compact, and the Parent Engagement Policy.
- Serve on other committees such as the campus improvement committee, LPAC committee, etc.
- Volunteer at our school

What does it mean to be a Title I school?

Being a Title I school means receiving federal funding to supplement the school's existing programs. These dollars are used for:

- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards
- purchasing supplemental staff/programs/materials/supplies,
- conducting parent involvement meetings/trainings/activities
- recruiting/hiring, retaining qualified teachers.

CURRICULUM INFORMATION

- Our teachers follow the Texas Essential Knowledge and Skills (TEKS) provided by TEA (Texas Education Agency) when planning what they teach each year.
- Our students take district benchmark testing three times a year to measure student achievement and academic growth in Reading and Math
- Please see our website for further information or questions.

Angela Lewis - Principal
Tricia Sandell - Asst. Principal
Jolene Williams - Counselor
Angela Abel - Early Childhood Co.
Lauren Ward/Cassie Hollier - Nurse
Ashley Peltier - Diagnostician
Kara Lavalley - Secretary

School-Parent Compact

Port Neches-Groves ISD

2025-2026



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- ✓ Review your child's work, grades, and progress reports.
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Be Heard

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Respect for all
Dedication to follow-up

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Questions to Ask

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**Title I, Part A Parent and Family
Engagement Statewide Initiative**
at Region 16 Education Service Center

Funded by Texas Education Agency
www.t1pfe@esc16.net



Harvard Family Research Project: Harvard
Graduate School of Education, www.hfrp.org
<http://tinyurl.com/y5bpzf4j>

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Title 1 - CIC Meeting

Tuesday, May 12, 2026

Welcome

Program Evaluations

Formative Assessment Evaluations

Campus Planning

Wrap Up

Angela Lewis

Colene Williams

Kara Lavalin

Tricia Sandell

Michele Stuchian

Lori Humphrey

Focus Area	Problem Statements & Root Causes
DEMOGRAPHICS All Student Groups by Race/Ethnicity/Gender Attendance Discipline Teacher Retention	- Problem Statement Below district % goal of 97% - Root Cause • transportation issues • education not a priority
Teacher Recruitment Teacher Experience Teacher-Student Ratios Paraprofessional Qualifications	Strategies • chronic absenteeism will be monitored each six wks and home visits will be made w/ nurse • go to house in a positive way to show we care
	- Problem Statement (tardiness) Rising # of students who are chronically tardy - Root Cause • transportation issues • lack of importance in punctuality - Strategies • after 10 tardies, call parents in to have a meeting • call me and we can talk about solutions • Grade level "tardy tracker"

Focus Area	Problem Statements & Root Causes
PERCEPTIONS Parent Surveys Parent Engagement Evaluations/Feedback & Participation Levels Culture, Climate, Values Beliefs Community Partnerships and Volunteer Data Staff Surveys/Feedback Student Feedback Communication Data Staff Retention	Problem Statement The lack of accessible engagement contributes to lower levels of family involvement and limits opportunities for parents to effectively support their child's learning at home, which may contribute to widening academic gaps. Root Cause A significant portion of our campus families are Spanish-speaking, and current school communication, resources, and engagement opportunities are not consistently accessible in their primary language. Strategies - Provide all campus communication in Spanish and English (flyers, emails, texts, website, report explanations). - Use a two-way communication platform like Remind or ClassDojo with built-in translation. - Assign a bilingual staff liaison or parent coordinator for Spanish-speaking families. - Offer live interpretation at all parent events and meetings. - Host Spanish-language parent workshops on: - How to support reading/math at home - Understanding report cards and testing - Navigating school systems (grading, attendance, apps) - Create short, simple video tutorials in Spanish (how to log into platforms, check grades, etc.) Problem Statement Our current approach to fundraising includes multiple, overlapping events that rely on repeated financial contributions from families. Root Cause The campus and PTO operate fundraising efforts independently without a coordinated plan, resulting in multiple overlapping events throughout the year. Strategies - Develop a campus-wide fundraising calendar in collaboration with PTO before the school year starts. - Set clear limits (e.g., no more than 1–2 major fundraisers per semester). - Eliminate or rotate overlapping fundraisers (spirit sales, hat days, Kona ice, etc.). - Require admin approval for any new fundraiser added mid-year. - Include sponsorships or community donors to cover students who cannot pay.

Focus Area	Problem Statements & Root Causes
PROCESSES AND PROGRAMS Curriculum & Instruction Professional Development Leadership & Decision-making Processes Communication Scheduling Support Services Extracurricular Opportunities Technology Integration	- Problem Statement <i>our higher leveled students are not growing</i> - Root Cause
	Strategies
	- Problem Statement - Root Cause - Strategies

Focus Area

Problems & Root Causes

**STUDENT
LEARNING**

Student Achievement
and Progress on
STAR/MClass

Report Card Grades

Special Education Data

ESL Data

Retention/Failures

- Problem Statement

- Root Cause

- Strategies

- Problem Statement

- Root Cause

- Strategies