

Pasadena Independent School District

Atkinson Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Atkinson ES enriches the lives of our school community through positive and engaging relationships in which students develop the academic & socioemotional skills to be better prepared for their future.

Vision

Atkinson ES provides a safe & nurturing learning community in which all members engage in positive collaborative experiences to promote student growth & development.

Collective Commitments

- We will establish and implement school-wide safety practices meant to protect members both physically and emotionally.
- We will set high expectations for all learners based on state standards and individual needs.
- We will motivate, support, guide, and coach all learners using data driven research practices and collaborative growth cycles.
- We will teach, model, and coach the skills and behaviors we expect from each other and ourselves.
- We will provide opportunities for our school community to build positive relationships through collaborative, meaningful, authentic, and engaging activities.
- We will establish clear and open communication and strive to reach a shared consensus of action toward a common goal.
- We will recognize and celebrate the individual and collective accomplishments of our school community.

Guidelines for Success

As Atkinson Eagles, we will S.O.A.R.:

S how self-control

O ffer cooperation

A ct responsibly

R espect yourself and others

Some fly, but Atkinson Eagles S.O.A.R. to Success.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As of 09/07/2023, Atkinson Elementary serves students from Pre-Kindergarten through fourth grade.

Current Enrollment Summary By Grade Level

Grade Level	Students	Percentage
Pre-Kindergarten/Preschool	78	16.46%
Kindergarten	61	12.87%
First Grade	74	15.61%
Second Grade	77	16.24%
Third Grade	98	20.68%
Fourth Grade	86	18.14%
Total	474	100.00%

Current Enrollment Summary By Ethnicity

Ethnicity	Students	Percentage
Hispanic/Latino	387	81.65%
Asian	31	6.54%
Black or African American	28	5.91%
White	16	3.38%
Two or More Races	11	2.32%
American Indian or Alaska Native	1	0.21%
Total	474	100.00%

Current Enrollment Summary By Gender

Gender	Students	Percentage
Male	255	53.80%
Female	219	46.20%
Total	474	100.00%

Current Enrollment Summary By Home Language

Home Language	Students	Percentage
English	271	57.17%
Spanish	176	37.13%
Vietnamese	26	5.49%
Chinese	1	0.21%
Total	474	100.00%

	All	504	SPD	SPC	AR	B/E	LEP	FR	GT	DYS
Totals:	474	7	49	24	272	138	156	320	47	11

Grade	Last Year ADA
EE	89.20%
KG	94.53%
PK	92.38%
1	93.39%
2	95.52%
3	97.28%
4	96.29%

Demographics Strengths

- Structured & Scheduled Intervention meetings with all grade level teams to discuss struggling students and to determine next steps for screenings and further evaluations / referrals
- PIE time for Kinder - 4th grade in which groups are based on common assessment & targeted skills needed
- PIE time small groups involve all teachers, campus coaches, interventionist, and paraprofessionals to decrease group size and provide more intensive, target instruction
- Bilingual classes in each grade level
- Bilingual Instructional Aides to provide tutorials and support
- ESL pull out during PIE time
- Identification and monitoring of At-Risk students, EB students, G/T, economically disadvantaged and special populations

- 504/Dyslexia monitor and provide support
- Homeless Case Manager
- Campus Coaches for clusters of PK-1 and 2-4
- Retired Teachers hired to tutor small group pull-outs during the day
- Parent communication in English, Spanish and Vietnamese (when available)
- Parent Meeting to discuss the Title 1 Program
- Technology resources and software
- Instructional materials and supplies in English and Spanish
- Stable Enrollment
- Low mobility rate

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates at lower grade levels (Pre-K through 1st) are lower than the upper grades (2nd - 4th) **Root Cause:** Parents may not see the importance of daily attendance in Grade PreK through K. Students are still adjusting to coming to school and have not built relationships with teachers and students at the beginning of the year.

Student Achievement

Student Achievement Summary

Preliminary Accountability Based on Cambium reports (STAAR Data)

PERFORMANCE - Grade 3 Reading												PERFORMANCE - Grade 3 Reading													
Regular STAAR (English)												Regular STAAR (English)													
Percent at each Performance Level					Percent at Meets Grade Level							Percent at Masters Grade Level							Percent at Approaches Grade Level						
2023	App	Rank on Meets	Meets	Masters		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23
State	77		51	20	State	42	43	37	50	51	1	State	24	27	19	30	20	-10	State	76	75	66	75	77	2
District	76		46	15	District	35	39	25	45	46	1	District	19	22	10	24	15	-9	District	76	77	58	76	76	0
Gap	-1		-5	-5	Gap	-7	-4	-12	-5	-5	0	Gap	-5	-5	-9	-6	-5	1	Gap	0	2	-8	1	-1	0
Atkinson	70	16	46	7	Atkinson	38	55	26	54	46	-8	Atkinson	18	34	9	37	7	-30	Atkinson	82	87	61	81	70	-11

PERFORMANCE - Grade 3 Math												PERFORMANCE - Grade 3 Math														
Regular STAAR (English)												Regular STAAR (English)														
Percent at each Performance Level					Percent at Meets Grade Level							Percent at Masters Grade Level						Percent at Approaches Grade Level								
2023	App	Rank on Meets	Meets	Masters		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23	
State	73		44	19	State	46	47	29	41	44	<div></div> 3	State	23	24	14	20	19	<div></div> -1	State	77	78	61	70	73	<div></div> 3	
District	68		36	11	District	36	38	15	31	36	<div></div> 5	District	15	17	5	12	11	<div></div> -1	District	75	76	48	64	68	<div></div> 4	
Gap	<div></div> -5		-	<div></div> -8	<div></div> -8	Gap	<div></div> -10	<div></div> -9	<div></div> -14	<div></div> -10	<div></div> -8	<div></div> 2	Gap	<div></div> -8	<div></div> -7	<div></div> -9	<div></div> -8	<div></div> -8	<div></div> 0	Gap	<div></div> -2	<div></div> -2	<div></div> -13	<div></div> -6	<div></div> -5	<div></div> 1
Atkinson	54		22	27	2	Atkinson	36	43	16	37	27	<div></div> -10	Atkinson	16	21	6	16	2	<div></div> -14	Atkinson	76	76	52	61	54	<div></div> -7

PERFORMANCE - Grade 4 Reading												PERFORMANCE - Grade 4 Reading													
Regular STAAR (English)												Regular STAAR (English)													
Percent at each Performance Level					Percent at Meets Grade Level							Percent at Masters Grade Level							Percent at Approaches Grade Level						
2023	App	Rank on Meets	Meets	Masters		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23
State	78		47	21	State	45	43	35	52	47	● -5	State	24	21	17	28	21	● -7	State	72	74	62	76	78	● 2
District	74		38	14	District	39	39	23	47	38	● -9	District	18	17	8	21	14	● -7	District	70	76	51	75	74	● -1
Gap	▲ -4		▲ -9	▲ -7	Gap	▲ -6	▲ -4	▲ -12	▲ -5	▲ -9	▲ -4	Gap	▲ -6	▲ -4	▲ -9	▲ -7	▲ -7	▲ 0	Gap	▲ -2	▲ 2	▲ -11	▲ -1	▲ -4	▲ -3
Atkinson	79		6	46	21	Atkinson	52	49	24	55	46	● -9	Atkinson	25	26	11	32	21	● -11	Atkinson	90	88	60	83	79

PERFORMANCE - Grade 4 Math												PERFORMANCE - Grade 4 Math											
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Regular STAAR (English)										Regular STAAR (English)															
Percent at each Performance Level					Percent at Meets Grade Level							Percent at Masters Grade Level							Percent at Approaches Grade Level						
2023	App	Rank on Meets	Meets	Masters		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23
State	70		47	22	State	47	46	34	41	47	6	State	26	27	21	22	22	0	State	78	74	58	68	70	2
District	69	41	14	District	41	38	18	32	41	9	District	19	17	8	15	14	-1	District	76	73	46	65	69	4	
Gap	-1	-	-6	-8	Gap	-6	-8	-16	-9	-6	3	Gap	-7	-10	-13	-7	-8	-1	Gap	-2	-1	-12	-3	-1	2
Atkinson	71	3	54	29	Atkinson	66	59	15	43	54	11	Atkinson	33	35	8	24	29	5	Atkinson	87	87	44	76	71	-5

Student Achievement Strengths

Atkinson received a Report Grade of A and received distinction designations in all areas. This was achieved through effective PLC planning, PIE time, and additional tutoring support from retired teachers.

- Maintaining high expectation and achievement with challenging demographics
- Closing the gap between student groups
- Campus Coaches for PreK - 1st and 2nd - 4th
- Common planning time / PLCs and data driven instruction
- Small group instruction (guided reading, guided Math, PIE)
- Waterford, iStation, DreamBox, Amplify Boost
- Tutoring (Pull-out & Extended day)
- Maintaining high expectations and achievement with increased standards and changing populations
- Targeting specific needs of students

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students in the Emergent Bilingual program still struggle to exit. The speaking component of the TELPAS exam has become a challenge. **Root Cause:** Students struggle with the online portion of the Speaking component even though students are utilizing strategies such as pre-writing and practicing before recording.

Problem Statement 2: For the 2023 STAAR, the changes in the LAR test made an impact in our performance scores. In most subjects, our scores did not trend in the same way / amount as the district and state and we showed poorer performance. **Root Cause:** Students who were testing for 2023 are the first students who experience COVID in Kindergarten. We have noticed more than typical gaps in reading levels with these students.

School Culture and Climate

School Culture and Climate Summary

Priorities:

- Continue implementing Conscious Discipline and Safe & Civil Schools Strategies
- Conduct staff, parent, and student surveys
- Increase positive school image and branding through social media
- Clear and frequent communication with all stakeholders through social media, Remind, website, marque and school messenger
- Provide multiple opportunities for families to engage in events on campus with their child
- Develop positive relationships between staff and administration

School Culture and Climate Strengths

- PLCs
- Student/Employee Safety
- Friendly atmosphere and environment
- Melting pot diverse culture
- Televised morning announcements
- Student and Staff Recognition
- Safe and Civil Schools
- CHAMPS
- Multi-cultural Activities
- Fall Carnival
- Well maintained Campus
- Spirit and special days
- End of year celebrations
- Family Fun Runs
- Safety Patrol
- New Teacher Eagle Buddy/Mentor
- Family Academic Night
- Health & Fitness Fair
- Parent Involvement/Parent events / Parent Volunteers (Eagle Ambassadors)
- Music Programs/cultural arts programs for all grade levels
- Support for Colleagues
- Counselor Education Program (Bully Prevention, Safety, Drug Awareness)
- Respectful staff & students
- Courtesy Committee

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some student continue to require support and are learning how to be part of a school family. **Root Cause:** Students lack the skills of self regulation and need to learn how to make friends and/or be respectful to one another.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Attempt of have highly qualified staff members in every classroom. This year, we have 1 classroom facilitator in PreK and 4 classroom facilitators in our special education programs.
- Create an environment where people want to stay and not leave to have consistency in the building
- Provide the resources and staff development that is relevant to the needs of the staff
- Hired 11 new staff members this year due to turn over. Various reasons include retirement (4), move closer to home(3), moved out of town (1), promotion opportunity in another district (1), focus on personal startup business (1), family emergency (1)

Staff Quality, Recruitment, and Retention Strengths

- Staff view Atkinson as a school family
- Those who leave are due to personal or professional reasons and not due to disliking Atkinson

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: As we promote the growth of our staff members professionally to higher level positions, the challenges of hiring highly qualified teachers is challenging. Atkinson has had to hire classroom facilitators. **Root Cause:** New educators are not being certified in special education as in the past. Also, classroom facilitators are not completing their requirements to enter into Alternative programs.

Problem Statement 2: New special education teachers lack the administrative skills at the beginning of the school year to perform tasks such as ARDs. **Root Cause:** Lack of training for staff at the very beginning of the school year prior to their first ARD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Teacher aligns classroom curriculum to district scope and sequence (posted in Eduphoria)
- District scope and sequence is aligned to the state curriculum and incorporates all TEKS (Texas Essential Knowledge and Skills) for each grade level
- Current SEs are posted on the classroom wall
- Successful implementation of CHAMPS, Conscious Discipline, and Safe and Civil Guidelines to help create a safe learning environment
- District implementation of MAP testing for second, third, and fourth grade students three times a year to show student progress towards state passing standards
- Disaggregation of MAP data by second, third, and fourth grade teachers and administrators to drive instruction
- Data disaggregation to analyze the students' work and compare to the student expectation levels
- Disaggregation of common assessment data by grade level PLCs determined students for tutorials, students for interventions, and interventions necessary such as iStation, Waterford, Dreambox, small group instruction, tutoring, or extended day
- Data will show individual hot spots and teachers plan for targeted instruction (small group, whole group, tutoring)
- Data talks conducted at PLC meetings and staff development
- Areas of weakness are identified through vertical alignment between lower (PK-2) and upper (3-4) teachers
- Identification of difficult readiness and supporting standards
- Reinforcement of difficult STAAR standards/skills and hot spots by lower grade teachers
- Utilization of STAAR aligned assessments in tested content areas to identify students needing interventions such as tutorials, extended day, small group tutoring, Waterford, iStation, DreamBox, etc.
- Teachers and administration are completing the Texas Reading Academy Modules

Curriculum, Instruction, and Assessment Strengths

Research-based Strategies/Strengths:

- 7 Steps to a Language Rich Interactive Classroom
- Horizontally and vertically aligned curriculum
- Foldables and Thinking Maps
- Journal Writing and Quick Writes
- Higher Level Questioning
- Hands-on Activities
- Anchor Charts
- Question stems
- Balanced Literacy/Guided Reading
- Attendance at campus training, district training, and professional development

- Support from Content Campus Coaches and Administrators
- Assistance from Instructional Specialists
- Implementation of strategies from Reading, Writing, and Math Focus Meetings
- Team Collaboration and planning (PLCs)
- District Curriculum, timelines, assessments, and resources
- Highly qualified staff
- Accessible data to drive instruction
- DreamBox math for all grade levels
- iStation
- Instructional Technology
- Manipulatives
- ESL Teachers
- Leveled Library
- LLI intervention program
- Interactive Notebooks
- Accelerated Reader
- Daily tutoring and enrichment in all grade levels (PIE)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers continue to improve on the gaps that exist between student abilities due to various learning experiences. **Root Cause:** Although students are making progress, they are still not at grade level. Teachers & staff continue to have to differentiate and provide Tier 2 and 3 interventions to close gaps.

Parent and Community Engagement

Parent and Community Engagement Summary

At Atkinson Elementary, we involve the families of our students in many ways.

- Families are invited to attend various events to increase parent involvement and engagement with their child
- Parents are encouraged to serve as an Atkinson Eagle Ambassador / volunteer during family engagement events
- Parents are provided opportunities to communicate with administration regarding their concerns and to provide input through surveys.

PRIORITIES:

- Staff and volunteers develop successful community and business partnerships
- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement as well as business partners
- Solicit input from parents on training, workshops, and classes that they feel are needed
- Develop a Parent Engagement Center & Parent Learning Center to meet the needs of parents.

Parent and Community Engagement Strengths

- Community Nights and events
- Use of multiple venues to communicate with parents such as the Skylert Messaging system, Campus Website Remind/Facebook/PeachJar
- Title 1 Parent Meeting & Dyslexia Parent Meeting
- Parent Orientations
- Beginning of the Year Parent Conference Parent, Teacher, Student Compacts
- Parent communication in English, Spanish, and Vietnamese

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Some parents do not participate in the family engagement events. **Root Cause:** Parents are busy with work and family and may not have time to attend during those events.

Problem Statement 2: Some parents are difficult to contact via phone and/or email. **Root Cause:** Parents are busy with work and family and may not have the time to respond.

School Context and Organization

School Context and Organization Summary

- Components of school context utilized by staff to improve student achievement (school organization, curriculum, instructional materials & technologies, and assessments)
- We have clearly defined roles in regards to personnel and make it a priority to work as a team
- Grade level PLCs meet to share teaching techniques, student data and progress, plan future lessons and discuss where improvement is needed
- District scope and sequence is adhered to by the staff
- Teachers are free to use their own creativity in the presentation of the curriculum to an extent
- The staff attends professional development opportunities to be more up to date and current with teaching
- Utilization of instructional materials provided through state funds, Title One, and our campus budget to support classroom instruction
- Integration of technology into our instruction through iStation, Waterford, and DreamBox programs and other classroom tools such as the Promethean Board and document camera
- Istation is used as an intervention tool for grades Kindergarten through four to improve student achievement in Reading.
- We also use Waterford for those students that are receiving Dyslexia intervention and also students that cannot benefit from Istation yet.
- DreamBox is a Math intervention program for students in grades K-4.
- Weekly timed math fact tests are given on Fridays to improve Math fact fluency.
- Data from district tests, bundle assessments, STAAR release tests, and Curriculum-Based Assessments are disaggregated to determine the effectiveness of both the learning and teaching or to get a baseline measure (measure the level of the students' current abilities)
- Data helps to determine if students are candidates for tutoring and/or intervention.

Priorities:

- Consistent school-wide implementation of Conscious Discipline and CHAMPs
- A secure and safe building
- Conduct required safety drills throughout the year

School Context and Organization Strengths

At Atkinson, we feel several strengths contribute to our school context and organization.

- Staff development
- Technology
- Data Disaggregation to drive instruction
- Promote parental involvement

- Small group instruction
- Tutorial groups
- PLCs
- Safe arrival/dismissal procedures
- Safety patrols
- Raptor check-in system
- PIE time
- Cafeteria and restroom procedures
- Safe & Civil program/Conscious Discipline/CHAMPS
- Student helpers
- Master schedule
- Fire and safety drills
- A.L.I.C.E. training for the entire staff
- Wellness Committee
- Character Education
- Staff Calendar via Outlook Calendar
- Broadcasted Morning Announcements
- Health & Fitness Fair
- Family Academic Night
- Emphasis on health, nutrition, and fitness
- Awareness of Bullying
- Secure entrance method to all doors at each hallway
- Secure entrance in which all visitors must go to the office before entering the rest of the building
- Doorbells and locks on front interior doors activated by office staff to permit visitors who have checked in to enter the building
- Doorbell and peephole for gym door so it can remain locked during the school day
- Eagle of the Month and South Belt Student of the Month

Technology

Technology Summary

Atkinson Elementary strives to integrate technology across the curriculum. Atkinson is a one-to-one campus in which all students are issued a computer. Classrooms have necessary instructional technology tools for lesson instruction.

Technology Strengths

The district has provided a district Technology Support staff member to be present daily for half a day to assist with technology needs for staff and students.

The district also provides training for teachers and staff to help with instructional technology needs. Parents and students are given the opportunity to access computers in the library for their own needs.

- 1:1 devices for all students
- Promethean Boards in each classroom
- Document Cameras in each classroom
- Projectors in each classroom
- Technology Professional Development opportunities
- School Website, Facebook page
- Flip Charts
- Morning announcements on Promethean boards
- Technology integrated into instruction
- Student/Teacher instructional online resources
- Promotion of technology use in Kindergarten with students using iPads for academic learning.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Collaborative teams (PLCs) will meet weekly to discuss and model instructional practices to improve upon targeted essential standards for their grade level.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

High Priority

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas, common assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze various student performance data and adjust instructional strategies, student grouping, and instructional materials as needed. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,689.40, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$169,153.25, - 199 - General Fund - BFU, Overtime, Fixed - \$37,168	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 2: Staff will differentiate learning experiences through data driven best practices such as Tier 1 instruction, small group instruction, pullout, and purposeful PIE time flexible groupings based on targeted essential standards.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - G/T - \$1,583	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum, One Way Dual Program, and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Emergent Bilingual students will improve upon their ELPs skills through intentional instruction in the Bilingual, ESL, and general education classrooms. Students utilize online programs to make progress on their ELPS and ultimately on STAAR and TELPAS. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - Bil/ESL - \$2,106, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil/ESL - \$2,163.06, - State Compensatory Funds - \$314,212	Formative		
	Jan	Apr	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - Special Ed. - \$1,534, - Extended Day/Tutorial - Extended Day - \$3,600, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$59,635.45, - 199 - General Fund - At Risk - \$2,349		Formative		
		Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Within pedagogical clusters (Pre-K through 1st & 2nd through 4th), grade level clusters will discuss the vertical alignment of various best practices regarding instructional and behavioral strategies.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthroughs, discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: On Campus Staff Development days, grade level clusters will discuss developmentally appropriate best practices regarding instruction and behavior that are used in each grade level and will brainstorm ideas on how to cultivate those skills from grade level to the next. Strategy's Expected Result/Impact: Students and staff will collaborate to discuss how to teach students to transition between the expectations of the previous grade level to be successful for the current year. Staff Responsible for Monitoring: administrators, teachers, campus cluster coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: 3rd & 4th Grade Reading and Math scores will increase by 10% points for all students in the Meets performance level.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Walkthroughs, Common Assessments

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: Grades PK - 2nd will show continuous progress of student data in the areas of Math & Reading through the use of CIRCLE (PK) and mClass composite scores and other benchmarks based on projected growth measures in each of the measurement tools.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE, Literacy benchmarks, mClass, Common Assessments, Walkthroughs

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel in Special Programs. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Reduce by 25% the number of Bilingual Exceptions and/or ESL Waivers due to teachers who do not fully meet bilingual and/or ESL certification requirements serving Emergent Bilingual students. Main area of focus is in the SPED self contained special programs.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Certification report

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Currently, students are serviced by a paraprofessional who speaks spanish. Strategy's Expected Result/Impact: Students in the SPED self contained classroom will receive specialized instruction for ESL purposes. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Students in the SPED self contained classroom will receive specialized instruction for ESL purposes. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,484.47, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,768.72	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Students will learn in the classroom setting while maintaining learning goals and IEPs. Staff Responsible for Monitoring: Administrators, case managers ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Staff will know when to use appropriate strategies when de-escalating certain behaviors Staff Responsible for Monitoring: Administrators, SPED staff	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Atkinson Elementary

Total SCE Funds: \$316,725.00

Total FTEs Funded by SCE: 13

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional materials and supplies.

Personnel for Atkinson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cadena, Gustavo	Teacher - Elementary School	1
Cecil, Elizabeth	Teacher - Elementary School	1
Chapa, Jennifer	Teacher - Elementary School	1
Childs, Emily	Teacher - Elementary School	1
Moreno, Lilian	Teacher - Elementary School	1
Nguyen, Tracy	Teacher - Elementary School	1
Perez, Ludivina	Teacher - Elementary School	1
Ramirez, Mandy	Paraprofessional - Instructional	1
Rieck, Kortnie	Teacher - Elementary School	1
Ruiz, Cynthia	Campus Coach - All Levels	1
Salazar Rodriguez, Diana	Paraprofessional - Instructional	1
Whittaker, Richard	Campus Coach - All Levels	1
Youngblood, Jennifer	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Ruiz	Peer Facilitator (Campus Coach)		1
Diana Salazar Rodriguez	Elementary Aides		1
Ericka Palacios	District Parent Coordinator		0.5
Mandy Ramirez	Elementary Aides		1
Richard Whittaker	Peer Facilitator (Campus Coach)		1

Plan Notes

SBDM Meetings for 2021-2022

October 21, 2021 - Agenda / Minutes

1. Discussion regarding goals and areas of concern / clarification for servicing special populations

- We completed a post-it note activity in which representatives listed the Role of the general education teacher & special education teacher in regards to SpEd & ESL students.
- Post its were categorized based on overall concepts
- We completed the activity for Areas of concern & clarification
- It was determined that Grading and Scheduling of Service times were the main categories
- SBDM members will go back to their groups and share the information and come up with possible resolutions

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Chris Bui	Principal
Administrator	Regina Barnes	Assistant Principal
Paraprofessional	Mandy Ramirez	Paraprofessional
Campus Coach	Cynthia Ruiz	Campus Coach PK - 1
Campus Coach	Richard Whittaker	Campus Coach 2 - 4
Counselor	Asia Alvarez	Counselor
Classroom Teacher	Maria Hubley	Pre-Kindergarten Classroom Teacher
Classroom Teacher	Diane Davis	3rd Grade Classroom Teacher
Classroom Teacher	Tracy Nguyen	4th Grade Classroom Teacher
Classroom Teacher	Cherie Cundiff	Kindergarten Classroom Teacher
Classroom Teacher	Lilian Moreno	2nd Grade Classroom Teacher
Support I	Jennifer Vann	ESL Teacher
Support II	Tiffany Aldridge	Librarian
Classroom Teacher	Sheri Graham	1st Grade Classroom Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$37,168.00
1	2	1		G/T	\$1,583.00
1	2	2		Bi/ESL	\$2,106.00
1	2	3		Special Ed.	\$1,534.00
1	2	3		At Risk	\$2,349.00
Sub-Total					\$44,740.00
Budgeted Fund Source Amount					\$44,740.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title 1 Instructional Materials	\$15,689.40
1	1	1		Plan4Learning	\$550.00
1	1	1		Instructional Coach	\$169,153.25
1	2	3		Title 1 Instructional Para	\$59,635.45
4	1	2		Title 1 Parent Coordinator	\$22,484.47
4	1	2		Title 1 Parent Component	\$2,768.72
Sub-Total					\$270,281.29
Budgeted Fund Source Amount					\$270,281.29
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		Title 3 Bil./ESL	\$2,163.06
Sub-Total					\$2,163.06
Budgeted Fund Source Amount					\$2,163.06
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$314,212.00
Sub-Total					\$314,212.00
Budgeted Fund Source Amount					\$314,212.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		Extended Day	\$3,600.00
Sub-Total					\$3,600.00
Budgeted Fund Source Amount					\$3,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$634,996.35
Grand Total Spent					\$634,996.35
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Bailey Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD Mission Statement: Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

The mission of Bailey Elementary is to ensure high levels of success for all students that inspires life-long learning by:

- Implementing student centered, rigorous, and relevant instruction that promotes engaging learning opportunities through collaboration, positive relationships, and innovative technology, while fostering a safe environment and a culturally diverse school community.

Vision

Pasadena ISD Vision Statement: Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

We at Bailey Elementary will work with parents and the community to ensure a safe environment that empowers life-long learning based on cooperation, positive interactions, structure, consistency, and relationships.

Bailey Guidelines for Success

Believe in yourself

Achieve your goals

Inspire others

Learn something new everyday
Everyone deserves respect
You are responsible for your choices

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bailey Elementary is a PK-4th grade campus that currently serves 583 students. While our ethnicity has remained fairly consistent over time, the African American population has increased over the past several years. Current demographic information is listed below:

ETHNICITY	NUMBER OF STUDENTS (%)
Hispanic	88.2%
White	4.0%
African American	7.8%
Asian	0%
Two or More Races	0%

OTHER DEMOGRAPHIC INFO	NUMBER OF STUDENTS (%)
Bilingual Education	36%
LEP	40.6%
Economically Disadvantaged	75%
Special Education	16.9%
GT	6.5%
At-Risk	59.7%
Male	50.9%
Female	49.1%
Attendance	93.3%
Mobility	14.8%

Priorities:

- Utilize PLC process to analyze data and group struggling learners for reteaching
- Use common formative assessments to determine student needs
- Analyze data from a variety of sources to monitor student progress
- Provide tutoring and enrichment in a timely manner (PIE Time)
- Identify, provide support, and monitor at-risk students
- Master schedule allows for common tutoring and enrichment time

Demographics Strengths

- Our ELL population is comprised mostly of Spanish speakers, (rather than a variety of other languages) allowing concentration of resources on Spanish and English instructional materials.
- Four full day Pre-Kinder classes provide a foundation that better prepares students for elementary school.
- Universal Breakfast offered to all students due to high percentage of economically disadvantaged students. This allows our students to start the day with a nutritious breakfast.
- Strong Intervention process in place providing early intervention for struggling learners.
- Bilingual classes offered at each grade level.
- Bilingual instructional aides provide support for ELL students.
- Identification and progress monitoring of special populations (ELL, Intervention, 504, At-Risk, Special Ed, GT)
- Pull-out enrichment program for GT students.
- Reading and Math Coaches provide instructional support to teachers/students.
- Title I aides provide instructional support and enrichment during the day for all students. Instructional activities (zones) have been incorporated into PIE Time in the areas of Reading, Math, Technology, and Motor Lab for K-1. This allows students who are performing on grade level to receive daily enrichment.
- Dual Language classes offered to Kinder through 4th grade
- Additional tutoring (two to four times per week) is provided to students during the school day (Fall: K-2, Spring: 3-4).
- Special Education students receive resource instruction during PIE Time, allowing them to remain in class during core instruction.
- Dyslexia students receive Tier 3 reading support at a time other than Tier 1 instruction or Tier 2 PIE Time, ensuring that they have access to grade level core instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate from 2022-2023 is 92%, which is lower than the district goal of 95%. **Root Cause:** Since Covid began and students were able to join virtually for their instruction, parents now do not see the importance of having their student in their classrooms every day for learning face to face with their teachers. There are also not enough consequences for parents who do not bring their students to school regularly.

Student Achievement

Student Achievement Summary

Below are the STAAR 2021 Spring Administration scores comparing Bailey Elementary to the district and the state. Shown below are also longitudinal scores (2018-2019), which are useful in identifying trends in achievement.

Percent at meets:

Grade/Subject	Bailey				District				State			
	2018-19	2020-21	2021-22	+/-	2018-19	2020-21	2021-22	+/-	2018-19	2020-21	2021-22	+/-
3rd Grade												
Reading (Eng)	33%	20%	46%	+26	39%	25%	45%	+20	44%	38%	52%	+14
Reading (Span)	35%	20%	26%	+6	45%	27%	28%	+1	39%	24%	25%	+1
Math (Eng)	13%	6%	27%	+21	38%	15%	31%	+16	48%	30%	42%	+12
Math (Span)	44%	14%	47%	+33	42%	19%	31%	+12	31%	14%	42%	+28
4th Grade												
Reading (Eng)	52%	28%	45%	+17	39%	23%	47%	+24	43%	36%	54%	+18
Math (Eng)	48%	28%	29%	+1	38%	18%	32%	+14	46%	35%	42%	+7

Percent at Approaching:

Grade/Subject	Bailey				District				State			
	2018-19	2020-21	2021-22	+/-	2018-19	2020-21	2021-22	+/-	2018-19	2020-21	2021-22	+/-
3rd Grade												
Reading (Eng)	72%	47%	71%	+24	77%	58%	76%	+18	76%	68%	77%	+9
Reading (Span)	76%	40%	74%	+34	80%	56%	62%	+6	69%	52%	56%	+4
Math (Eng)	54%	29%	45%	+16	76%	48%	64%	+16	78%	61%	70%	+9
Math (Span)	76%	46%	77%	+31	79%	52%	69%	+17	66%	42%	70%	+28
4th Grade												
Reading (Eng)	79%	60%	74%	+14	76%	51%	75%	+24	74%	63%	77%	+14
Math (Eng)	73%	59%	54%	-5%	73%	46%	65%	+19	74%	58%	69%	+11

Priorities:

- Continued implementation of Reading, Math, & Writing research-based strategies schoolwide
- Continue to monitor student progress through Common Assessments during PLCs
- Utilize MAP Growth data to plan for targeted small group instruction
- Continue to provide Planned Intervention and Enrichment daily
- Continue to incorporate Guided Reading into daily instruction
- Continue to utilize running records to guide instruction
- Continue to implement Guided Math into daily instruction
- Increase daily math problem solving in all grade levels

Student Achievement Strengths

- Effective implementation of PLCs to plan effective lessons and monitor student progress
- Small group instruction (Guided Reading & Guided Math)
- Common assessments used to make timely instructional adjustments
- Continued focus on Student Expectations (SE's)
- Continued focus on Student Engagement, Rigorous instruction, and Relevant learning experiences
- Specific needs of students targeted through Intervention
- ELL students are progressing or reaching attainment on TELPAS
- Implementation of district curriculum, timelines, and resources
- Continued use of meaningful hands-on activities in Science
- Continued use of foldables, graphic organizers, and interactive notebooks

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Few SPED students passed Reading and Math STAAR in 3rd and 4th grade for 2022-2023. **Root Cause:** New group of SPED students working below level joined the campus last year (ABLE 2), teacher retention also plays a part in the difficulties in these grade levels as well as student attendance.

Problem Statement 2: Last year's MAP data shows corresponding deficits in both Math and reading subject areas for grades 2-3. **Root Cause:** Turn over in teaching staff, gaps from COVID and virtual learning and attendance all play a part in these deficits.

School Culture and Climate

School Culture and Climate Summary

Priorities:

- Continued school-wide implementation of Conscious Discipline program
- Continued implementation of PBIS (Safe & Civil) and Right Choice programs
- Conduct staff, parent and student surveys
- Increase positive school image through positive relationships with parents and community

School Culture and Climate Strengths

- Student and staff recognition
- Warm and inviting atmosphere
- Family oriented environment
- Student focused
- Safe and Civil school
- Well maintained facilities
- Student leadership opportunities
- Multicultural events
- Parental involvement & enrichment opportunities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bailey has a broad span of teaching experience ranging from 1-20+ years. In the reporting categories below, the percentages are varied between beginning, middle, and veteran teachers. Fifty-four percent of our teaching staff has experience between 11-20+ years. Our goal is to retain highly qualified staff and to develop newly hired teachers to support the needs of our learners.

2022-2023

	0-5 Years	6-10 Years	11-20 Years	20+ Years
Total Campus Experience by %	11	12	16	7

Years Experience by Grade Level	0-5 Years	6-10 Years	11-20 Years	20+ Years
Pre-K	2	1	1	0
Kinder	2	2	1	0
1 st Grade	1	0	3	2
2 nd Grade	1	1	3	0
3 rd Grade	4	1	1	0
4 th Grade	1	1	2	2
PE, Music, Technology, Library	0	1	3	1
Special Ed (Resource, Self-Contained)	0	4	1	0
Intervention (DAIT, PF's)	0	0	1	2

Staff Quality, Recruitment, and Retention Strengths

- Staff, student, and parent surveys/feedback indicate positive campus climate
- Quality Professional Development for all teachers (Whole Brain, PLC, Focus Trainings, Personalized Learning/Connect)
- New teacher training on research-based instructional strategies and classroom management
- Peer Observations provide opportunity for professional growth

- Paraprofessionals attend staff development to improve instructional techniques
- Strong recruitment relationships with universities

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow district scope and sequence school-wide
- Use Personalized Learning platform in 4th Grade
- Administer district assessments and use data from assessments to drive instruction
- Utilize MAP Growth Reports to group students for targeted instruction and monitor growth
- Use common assessments to monitor student progress
- Use various sources of data to develop tutoring (PIE) and enrichment groups (Zones)
- Utilize instructional coaches to support instruction
- Provide time and resources for team planning
- Standards-based grading and report cards

Curriculum, Instruction, and Assessment Strengths

- Utilize PLCs to analyze data and plan for small group instruction
- Utilize Common Assessments to adjust instruction
- Continued implementation of Guided Reading and Guided Math
- Accelerated Reader Program motivates students to read
- Resources, Timelines, and Standard Clarification Guides in Eduphoria
- Manipulatives
- Abundance of Resources for Math
- Team Planning
- Aligned district curriculum with the Instructional Calendar
- Focus Trainings
- Two campus coaches to support Reading and Math instruction
- Highly Qualified Staff
- Easily accessible data from AWARE and MAP Growth to guide instruction and monitor student progress

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities:

- Training for staff and volunteers to develop successful partnerships
- Increase parental involvement and enrichment
- Utilize Parent Coordinator to encourage more parent involvement
- Increase Parent communication about Personalized Learning in 4th Grade
- Increase number of business partnerships
- Solicit input from parents on desired training

Parent and Community Engagement Strengths

- Family Nights and events
- Phone Call system
- Title 1 Parent Meeting
- Parent Orientations
- Community technology and educational classes
- Beginning of Year Parent Conferences
- Parent Conferences throughout the year
- Parent, Teacher, Student Compacts
- Volunteers
- Career Day
- Parent communication in English and Spanish

School Context and Organization

School Context and Organization Summary

Priorities

- Continue school-wide implementation of Conscious Discipline program
- Consistent school-wide implementation of PBIS (Safe & Civil procedures) and Right Choice program
- Provide a master schedule that incorporates tutoring and enrichment (PIE Time)
- Universal breakfast for all students

School Context and Organization Strengths

- Grade Level common planning time each week
- PIE Time incorporated into master schedule
- PBIS (Safe and Civil) emphasis on school-wide safety
- Conscious Discipline emphasis on building positive relationships with students
- Site Based Team
- Buzz Club student helpers - (Flags, Cones set up, Hallway monitors)
- Organized and safe arrival & dismissal Procedures
- Right Choice Program
- Master Schedule
- Monthly Calendars
- Team Leaders
- Two Peer Facilitators
- Highly Qualified Staff
- CHAC program
- School supervision in the halls and cafeteria
- Health, Fitness and Nutrition emphasis
- Crisis Team
- Visitor check-in system
- All doors leading into the school building remain locked at all times to maintain safety.
- Red Ribbon Week

Technology

Technology Summary

Priorities:

- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, ipads, ipods, etc.
- Provide professional development on use of digital resources
- Additional training on Skyward program
- Use research-based programs such as I-Station, Dreambox, Waterford, and Accelerated Reader to effectively monitor student progress
- Utilize MAP Growth Reports to group students for targeted instruction

Technology Strengths

- 21st century technology classrooms and library
- Two computer labs
- Technology teacher
- Technology professional staff development and training
- One to one student devices

Priority Problem Statements

Problem Statement 1: Attendance rate from 2022-2023 is 92%, which is lower than the district goal of 95%.

Root Cause 1: Since Covid began and students were able to join virtually for their instruction, parents now do not see the importance of having their student in their classrooms every day for learning face to face with their teachers. There are also not enough consequences for parents who do not bring their students to school regularly.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: We will increase the percentage of Special Education students who pass 3rd Grade Reading and Math STAAR by 5% from a baseline of 30% in 3rd Grade Reading and 30% in 3rd Grade Math by May 2023.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Mock STAAR data disaggregation, common formative assessments, focused data disaggregation meetings (attendance, grades, testing, etc.), IEP progress monitoring

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff with the training and materials necessary to implement differentiated research based instructional strategies for creating appropriate scaffolds and the use of specially designed instruction. Strategy's Expected Result/Impact: Increase quality of instruction for students with specific learning disabilities. Staff Responsible for Monitoring: Campus Admin, Coaches and Special Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional - 199 - General Fund - \$45,376, Title 3 Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$1,719.36, Title 1 Campus Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$21,046.76	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted instruction for Special Education students on foundational skills to fill in the learning gaps. Strategy's Expected Result/Impact: Students learning gaps will decrease with additional tutoring time outside their instructional blocks. Staff Responsible for Monitoring: Campus Admin, Coaches, Special Education Teachers, General Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Special Education - 199 - General Fund - \$1,515	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Collaboration time amongst Special Education teachers and Campus Admin to review effectiveness of specialized instruction and next steps. Strategy's Expected Result/Impact: Students individual achievement should increase. Staff Responsible for Monitoring: Campus Admin, Coaches, Special Education teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: The percentage of low to low average student performance will decrease by 5% in both reading and math for grade levels 3-4 from Spring 2022 MAP Grade Reports to Spring 2023 MAP Grade Reports.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: MAP Grade Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff with the training necessary to interpret MAP data comparisons between Fall, Winter and Spring Administrations of MAP. Strategy's Expected Result/Impact: Teachers will use the data to target instruction. Staff Responsible for Monitoring: Campus Admin, Coaches, General Education teachers, Special Education teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Bilingual/ESL Funds - 199 - General Fund - \$3,920	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Nine week Preplanning to develop plans for instructional grouping. Strategy's Expected Result/Impact: Teachers will be able to preteach and reteach struggling students in small group settings. Staff Responsible for Monitoring: Campus Admin, Coaches, General Education teachers, Special Education teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$180,568.18	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Intervention tutoring groups to close the gaps for at risk students. Strategy's Expected Result/Impact: Students will increase overall knowledge base and achieve higher results on MAP test. Staff Responsible for Monitoring: Campus Admin, Coaches, General Education teachers, Special Education teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: DAIT - 211 - Title 1 A - Economically Disadvantaged Study - \$78,383.63, Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$61,533.27, State Compensatory Funds - State Compensatory Funds - \$236,987	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 3: Increase total attendance from 92.23% to 95% by May 2023.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Attendance Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide parenting programs that emphasize the importance of regular attendance. Strategy's Expected Result/Impact: Parents will see the benefits of regular attendance both academically and socially emotionally. Staff Responsible for Monitoring: Campus Admin, Counselor, Parent Coordinator, Attendance Clerk Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Attendance incentives for students with perfect attendance for the week. Strategy's Expected Result/Impact: Students will like being recognized for their attendance and will work to attend more regularly. Staff Responsible for Monitoring: Campus Admin, Counselor, Attendance Clerk Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Attendance Incentives - 199 - General Fund - \$3,228	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Meet with parents regarding specific students' attendance and instructional minutes lost due to absences. Strategy's Expected Result/Impact: Parents will see how many minutes their student is missing when they are absent. Staff Responsible for Monitoring: Campus Admin Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: Early literacy data and math data will increase by 5% or more every assessment period as shown on composite scores of Mclass data.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, mClass, CIRCLE assessment, Dreambox, and AWARE reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention groups for phonics and phonemic awareness tutoring Strategy's Expected Result/Impact: Students will increase overall knowledge base in phonics and phonemic awareness with tutoring intervention groups. Staff Responsible for Monitoring: Campus admin, campus coaches, general ed teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extended Day/Tutoring funds - Extended Day/Tutorial - \$5,600	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of every student.

Performance Objective 1: During the school year, students will receive information and participate in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agenda of college week activities, pictures, social media posts

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges. Staff Responsible for Monitoring: Campus Administrators, Student Council	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Increased awareness of various career options. Staff Responsible for Monitoring: Counselor Funding Sources: GT Funds - 199 - General Fund - \$1,949	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide supplementary primary language support model for special education teachers and regular education teachers with students in an Alternative Language Program who are not bilingual certified and working with EL students. Strategy's Expected Result/Impact: LPAC minutes, conference logs Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: sign in sheets, agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices to ensure compliance with state required training. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to encourage teachers who teach ELA to become ESL certified. Strategy's Expected Result/Impact: EB students will be taught by ESL certified teachers if not in the bilingual program. Staff Responsible for Monitoring: Campus Administrators Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parent and community involvement program will be established and implemented to increase collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys, sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Funding Sources: Parent Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$3,714.13	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$24,703.31	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects. Staff Responsible for Monitoring: Campus Administrators, Student Council, Parent Coordinator	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures to present, prepare, respond and recover from all potential threats, natural and man made. Strategic Plan 5.4

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs and training sign in sheets & agendas





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during crisis situations. Staff Responsible for Monitoring: Campus Administrators, MERT Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increased student achievement, equip students and staff to self regulate and resolve conflict peacefully. Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Bailey Elementary

Total SCE Funds: \$236,987.00

Total FTEs Funded by SCE: 17

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction and intervention resources.

Personnel for Bailey Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alencastro, Martha	Teacher - Elementary School	1
Ayala, Norma	Paraprofessional - Instructional	1
Balboa, Priscilla	Teacher - Elementary School	1
Burden, Emily	Teacher - Elementary School	1
Castro, Keila	Teacher - Elementary School	1
Cavazos, Natalie	Teacher - Elementary School	1
Cox, Beatriz	Campus Coach - All Levels	1
Garcia Rios, Rocio	Teacher - Elementary School	1
Herrera, Cynthia	Paraprofessional - Instructional	1
Kim, Chansika	Teacher - Elementary School	1
Lovos, Sandra	Teacher - Elementary School	1
Nuncio, Rocio	Teacher - Elementary School	1
Reyna, Jennifer	Teacher - Elementary School	1
Schwartz, Samantha	Teacher - Elementary School	1
Stramel, Kasi	Teacher - Elementary School	1
Ward, Maria	Campus Coach - All Levels	1
Wistinghausen, Kara	Teacher - Elementary School	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beatrix Cox	Peer Facilitator (Campus Coach)		1
Cynthia Herrera	Elementary Aides		1
Lina Padron	District Parent Coordinator		0.5
Maria Ward	Peer Facilitator (Campus Coach)		1
Martha Alencastro	Dyslexia Teacher Elementary & Middle		1
Norma Ayala	Elementary Aides		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional		\$45,376.00
1	1	2	Special Education		\$1,515.00
1	2	1	Bilingual/ESL Funds		\$3,920.00
1	3	2	Attendance Incentives		\$3,228.00
2	1	2	GT Funds		\$1,949.00
Sub-Total					\$55,988.00
Budgeted Fund Source Amount					\$55,988.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1 Campus Instructional Funds		\$21,046.76
1	2	1	Plan 4 Learning		\$550.00
1	2	2	Instructional Coaches		\$180,568.18
1	2	3	DAIT		\$78,383.63
1	2	3	Instructional Aides		\$61,533.27
4	1	1	Parent Funds		\$3,714.13
4	1	2	Parent Coordinator		\$24,703.31
Sub-Total					\$370,499.28
Budgeted Fund Source Amount					\$370,499.28
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 3 Supplemental Funds		\$1,719.36
Sub-Total					\$1,719.36
Budgeted Fund Source Amount					\$1,719.36
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	State Compensatory Funds		\$236,987.00
Sub-Total					\$236,987.00
Budgeted Fund Source Amount					\$236,987.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Extended Day/Tutoring funds		\$5,600.00
Sub-Total					\$5,600.00
Budgeted Fund Source Amount					\$5,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$670,793.64
Grand Total Spent					\$670,793.64
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<p>P.L. 107-110, Section 1415(b) ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Burnett Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Burnett Elementary, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that.....

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom, and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

All staff members will contribute to Burnett Elementary School's friendly, inviting environment. We will set the tone through our actions and attitudes. We will demonstrate our continuous support and encouragement of all students in four important ways.

1. We will teach students the expectations for responsible behavior in all school settings by relating student actions to our Guidelines for Success
2. We will provide positive feedback to students when they are meeting expectations and following the Guidelines for Success.
3. We will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
4. We will work collaboratively to solve behavior problems that are chronic or severe in nature.

Guidelines for Success

Be responsible
Everyone deserves respect
Listen and learn
Imagine what you can be
Exercise good behavior
Value honesty
Expect success in yourself

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Burnett Elementary currently has an enrollment of 523 students, PK through fourth grade. This includes TEAMS PK, TEAMS Kindergarten, TEAMS First Grade, ABLE 1, ABLE 2, and SUCCESS. Our school enrollment has grown compared to last year by 15% based on a rezone of residencies.

Current Enrollment Summary by Ethnicity

Ethnic Groups

Hispanic	68.8%
Black	18.4%
White	4.6%
Asian	5.4%
Two or More Races	2.5%

Current Enrollment Summary by Gender

Gender	Student Count	Percentage
Male	267	51.05%
Female	256	48.95%

Current Enrollment Summary by Grade Level

Grade Level	Student Count	Percentage
PK	63	12.05%
K	83	15.87%
1st	98	18.74%
2nd	86	16.44%

Grade Level	Student Count	Percentage
3rd	106	20.27%
4th	84	16.06%
Total	523	100.00%

Demographics Strengths

Burnett Elementary has a very large population of students who receive special education services through the following programs: Specific Learning Disability, Speech, SUCCESS, TEAMS PK, TEAMS K, TEAMS 1st, ABE 1, and ABE 2.

Burnett Elementary has implemented an intervention process and structure of Beaver Time to meet the needs of ALL learners.

Bilingual teachers servicing bilingual students.

ESL is pushing into the classroom and providing support.

Parent coordinator and counselor are working together to assist homeless and migrant families.

Instructional Coaches for each Reading and Math to provide instructional support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall attendance rate from 22-23 is 94.1% and not at the expected of 97-98%. **Root Cause:** Parents view school as important but not a priority if it conflicts with what is needed on a day-to-day basis. There are no serious consequences for parents that have severe absences.

Student Achievement

Student Achievement Summary

Burnett Elementary

STAAR Scores

Campus/District/State Comparison

May 2023

Percent at Approaching

Grade/Subject	Burnett			District			State		
	20-21	21-22 22-23		20-21	21-22 22-23		20-21	21-22 22-23	
3rd Grade Reading	42%	67%	68%	58%	77%	69%	68%	77%	%
3 rd Grade Reading Sp	50%	54%	62%	56%	68%	62%	52%	56%	%
3 rd Grade Math	31%	60%	64%	48%	69%	64%	61%	70%	%
3 rd Grade Math Sp	38%	45%	77%	52%	72%	%	42%	70%	%
4 th Grade Reading	52%	69%	71%	51%	75%	74%	63%	77%	%
4 th Grade Math	48%	50%	60%	46%	65%	69%	58%	69%	%

Burnett Elementary

STAAR Scores

Campus/District/State Comparison

May 2023

Percent at Meets

Grade/Subject	Burnett			District			State		
	20-21	21-22 22-23		20-21	21-22	22-23	20-21	21-22 22-23	
3rd Grade Reading	25%	25%	39%	25%	45%	47%	38%	52%	%
3 rd Grade Reading Sp	6%	6%	31%	27%	28%	34%	24%	25%	%
3 rd Grade Math	13%	13%	34%	15%	32%	37%	30%	42%	%
3 rd Grade Math Sp	6%	15%	31%	19%	31%	33%	14%	42%	%
4 th Grade Reading	20%	44%	33%	23%	47%	39%	36%	54%	%
4 th Grade Math	24%	23%	36%	18%	32%	41%	35%	42%	%

Student Achievement Strengths

- Beaver Time (Intervention Time), and CLUB 11 After-school Tutoring
- Targeting specific needs of students through tutoring and enrichment
- Maintaining high expectations and achievement with increased standards and changing student populations
- Focus on systematic, targeted instruction and tutoring based on various data sources (ex. reading levels, common assessments, mCLASS, MAP, STAAR, etc.)
- Closing the achievement gap between student groups
- Common team planning and PLC time
- District curriculum, time-lines, resources, and common assessments
- Small group instruction and tutoring

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students have learning gaps that are greater than a one year deficit. **Root Cause:** Burnett has a high mobility rate, lack of educational resources for the families, and attendance is a major issue.

School Culture and Climate

School Culture and Climate Summary

Priorities:

- Continue with implementation of Conscious Discipline, Social Thinking, and Positive Behavior Interventions and Supports (PBIS) strategies
- Conduct staff and parent surveys
- Increase positive school image and branding through publicity (Facebook, Twitter, Instagram, etc.)

School Culture and Climate Strengths

- Student and staff recognition
- Students come first
- Friendly atmosphere
- Family oriented environment
- Conscious Discipline
- Social Thinking Training
- Positive Behavior Interventions and Supports
- Well maintained building
- Respectful staff and students
- Student leadership opportunities
- Student Council
- Video Announcements
- Courtesy committee
- Multicultural events
- End of Year Celebrations
- Safety trainings and drills for entire staff
- Campus Bullying Prevention campaign
- Parent Volunteers

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Burnett experienced a high mobility rate of 21% with more new students enrolling than withdrawing students. **Root Cause:** Additional apartments have been rezoned to attend Burnett which has a high turnover of residents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities

- Have a Highly Qualified Teacher in every classroom
- Have a fully certified bilingual teacher in each bilingual classroom
- Have only Highly Qualified Paraprofessionals to work with students
- Create an environment where people want to stay and not leave to have consistency in the building
- Encourage more staff to seek and obtain their G/T and ESL certification
- Mentor staff seeking more education whether in Masters or Doctoral programs

Staff Quality, Recruitment, and Retention Strengths

- All Staff are Highly Qualified based on TEA guidelines
- All certified teachers currently doing the Reading Academy to learn the Science of Teaching Reading
- All new teachers are assigned a campus mentor
- Maintain a low turn over rate of employees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have four classroom facilitators in the classrooms this year. **Root Cause:** Shortage of certified teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities:

- Follow district scope and sequence school-wide
- Administer MAP assessments (1st-4th) and district assessments and use data from assessments to drive instruction
- Use common assessment to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Instructional coaches collaborate with teachers on curriculum and instruction
- Provide time and resources for PLCs
- Standards based grading and report cards

Curriculum, Instruction, and Assessment Strengths

- District curriculum, time-lines, assessments, and resources
- Beginning, middle, and end of the year MAP assessments for 1st-4th grade
- Beginning and end of year mCLASS assessments for K-2
- Horizontally and vertically aligned curriculum
- Team collaboration and planning
- Grade Level PLCs
- District trainings and professional development
- Campus coaches as instructional content specialist and coaches
- Highly qualified staff
- Easily accessible data to use to guide instruction
- Leveled Library
- Instructional Technology
- Daily tutoring and enrichment in all grade levels (Beaver Time)
- Daily tutoring and enrichment for 1st-4th grade in after-school program (Club 11)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. **Root Cause:** Students come to school with various background knowledge and experiences and needs.

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities:

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Parent Coordinator
- Increase number of business partnerships
- Solicit input from parents on desired trainings

Parent and Community Engagement Strengths

- Community Nights and events
- Remind, Skyward, and Automated phone call out system
- Facebook/Instagram/Twitter/School Website
- Parent Coordinator
- Title 1 Parent Meeting
- Dyslexia Parent Meeting
- Community technology and educational classes
- Beginning of the Year Parent Conference
- Parent-Teacher-Student Compacts
- Volunteers
- Career Day
- Student Programs
- Community publicity
- Parent communication in English, Spanish, Vietnamese, and Arabic

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a consistent decrease in participation of parent trainings. **Root Cause:** In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

School Context and Organization

School Context and Organization Summary

Priorities:

- Review traffic patterns and arrival and dismissal procedures for safety and efficiency
- Consistent school-wide implementation of Conscious Discipline, Social Thinking, and CHAMPS
- A secure and safe building
- Conduct various safety drills (shelter in place, tornado, lock down, fire, ALICE) throughout the year

School Context and Organization Strengths

- Arrival and dismissal procedures
- Cafeteria and school procedures
- Door bells and locks on front interior doors activated by office staff to permit visitors who have checked in to enter the building.
- Door bell and peep holes for gym doors so they can remain locked during the school day.
- PBIS
- ALICE Training for students by school counselor
- Conscious Discipline
- Social Thinking
- Bullying Awareness
- Student Helpers
- Student Council
- Various safety drills taught to all students, shown on morning announcements, and practiced throughout the year
- Visitor check in system
- School Coordinated Health Advisory Committee
- Crisis Committee
- Community Health Fair
- Health, Fitness, and Nutrition emphasis
- Secure entrance in which all visitors must go to the office before entering the rest of the building
- Bus procedures to account for every student who rode a specific bus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Arrival and dismissal procedures need to be safe for all, especially in high traffic areas. **Root Cause:** Burnett has a major, busy street in the neighborhood that most traffic drive through. This causes a lot of traffic in the morning arrival.

Technology

Technology Summary

Priorities:

- Provide one to one device for every student
- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, iPads, Chromebooks, etc.
- Provide professional development on use of digital resources, Google Classroom, Seesaw, and Microsoft Teams
- Provide orientations of the LMS (Google Classroom, Seesaw) to students

Technology Strengths

- 1:1 devices for all students
- 21st century technology classrooms and library
- Technology professional staff development and trainings

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. **Root Cause:** School budgets are limited.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will improve the percentage of students performing at the MEETS level by 5% in all student groups for 3rd and 4th grade. Student groups include: All students, English testers, Spanish testers, ESL learners, Special Educations students, and Emergent Bilingual students.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Assessments





CSA or CFA

Mock STAAR

STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use the "unpacking the standards protocol" and ensure the fidelity of the CSA/CFA Strategy's Expected Result/Impact: Teachers will have a better understanding on the grade level SE's while knowing the end goal off of the CSA/CFA. Staff Responsible for Monitoring: Instructional Coaches and Classroom Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and DAEP. Strategy's Expected Result/Impact: Students with disabilities will remain in the classroom to learn the necessary skills of appropriate behavior to receive the individualized instruction to meet his/her goals. Staff Responsible for Monitoring: Campus Administrators, Case Managers, Classroom teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a comprehensive and systematic campus-wide PreK-4th grade Advanced Academic/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/GT students. Strategy's Expected Result/Impact: Increased percentage of identified GT students learning at higher levels of achievement. Staff Responsible for Monitoring: Campus Administrators, GT Teachers, Classrooms Teachers, Pull-out Teacher, GT Coordinator Funding Sources: - 199 - General Fund - \$1,644	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meets the academic, social, and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Intervention Teacher, Classroom Teachers, Counselor Funding Sources: - Extended Day/Tutorial - \$4,500, - State Compensatory Funds - \$170,297	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district sped office to ensure compliance with Restraint Training and TBSI requirements Strategy's Expected Result/Impact: Remain in compliance with TBSI requirements to best meet the needs of our students Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide professional development for teachers on identifying, implementing, and assessing appropriate scaffolds and supports for Special Education students. Strategy's Expected Result/Impact: Teachers will be equipped with appropriate strategies for providing just-right differentiated supports for our Special Education students to raise levels of achievement in daily performance during instruction. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Intervention Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$2,186	Formative		
	Jan	Apr	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Implement district curriculum, scope and sequence, and researched based instructional practices to increase student proficiency with phonics, fluency and comprehension. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Funding Sources: - 199 - General Fund - \$41,214, - 211 - Title 1 A - Economically Disadvantaged Study - \$20,587.55, - 211 - Title 1 A - Economically Disadvantaged Study - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - \$166,220.50, - 211 - Title 1 A - Economically Disadvantaged Study - \$57,751.90	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: The overall percentage of EB students improving on the Speaking portion of the TELPAS will improve 5% over last year's performance.

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will model oral responses by using academic vocabulary, sentence stems, and BICS in English on a more consistent basis. Strategy's Expected Result/Impact: Students speaking skills will improve in English Staff Responsible for Monitoring: Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,968.94, - 199 - General Fund - \$2,077	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Offer parent ESL classes to support students' language development at home. Strategy's Expected Result/Impact: Parents will be become more literate in English and be able to help students in their acquisition of the English language. Staff Responsible for Monitoring: Parent Coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Staff Responsible for Monitoring: Administrators, District Bilingual Department, RISE Team	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 3: 100% of students who qualify to attend the CLUB 11 after-school program, funded by the TCLAS grant, will meet the attendance requirements, utilize the academic opportunities from tutoring and receive the unique enrichment activities. CLUB 11 is to assist in narrowing the learning gap and provide multiple opportunities for social interactions.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Rosters, Lesson Plans, Enrichment Activity Plans, Progress Reports, Report Cards

Strategy 1 Details	Formative Reviews		
Strategy 1: Integrating tutoring with enrichment activities that build academic skills in a non-academic environment. Strategy's Expected Result/Impact: Student engagement and improvement in reading, math, and other academic areas Staff Responsible for Monitoring: CLUB 11 Program Manager, Certified Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student understanding of teamwork and collaboration. Strategy's Expected Result/Impact: Develop long term social skills of teamwork and collaboration. Staff Responsible for Monitoring: CLUB 11 Program Manager, Paraprofessionals Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Goal 3: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, parental involvement will increase over last year's participation by 10%.

High Priority

Evaluation Data Sources: Sign-in sheets, parent surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer regularly scheduled parent meetings on appropriate, useful, and timely topics that can be used to help them or their students grow. Topics may include but are not limited to: attendance, bullying, test anxiety, safety, GED, ESL, etc. Strategy's Expected Result/Impact: Increase student engagement and achievement by engaging parents in the educational process. Staff Responsible for Monitoring: Parent Coordinator, Counselor Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly parent volunteers opportunity Strategy's Expected Result/Impact: Create a culture of value to the parents and share the importance of their support when they volunteer. Staff Responsible for Monitoring: Parent Coordinator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$22,484.47, - 211 - Title 1 A - Economically Disadvantaged Study - \$3,633.10	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 4: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By June 2023, we will increase safety and security measures at all levels to train, prepare, respond and recover from all potential threats, natural and man-made. Strategic Plan 5.4

Evaluation Data Sources: Drills, Simulations, Audits, Committee Meeting Agendas

Goal 4: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 22-23 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Sign-in sheets, discipline data, attendance

Goal 4: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: By June 2023, coordinated school health/whole child plans, based upon the whole school, whole community, whole child model, show growth in the support of their support the district wellness policy including activities to increase student, staff and parental awareness of the connection between healthy behaviors and academic achievement.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

State Compensatory

Budget for Burnett Elementary

Total SCE Funds: \$170,297.00

Total FTEs Funded by SCE: 12

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional materials and supplies.

Personnel for Burnett Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arizmendez, Faith	Paraprofessional - Instructional	1
Chavez, Jocelyn	Teacher - Elementary School	1
Graham, Jennie	Teacher - Elementary School	1
Jimenez, Ana	Campus Coach - All Levels	1
Lewis, Bonnie	Teacher - Elementary School	1
Martinez, Isabel	Teacher - Elementary School	1
Ramirez, Yanet	Paraprofessional - Instructional	1
Roberts, Shannon	Teacher - Elementary School	1
Sanchez, Margaret	Teacher - Elementary School	1
Smith, Alethea	Campus Coach - All Levels	1
Tucker, Shandi	Teacher - Elementary School	1
White Hickman, Caitlin	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alethea Smith	Peer Facilitator (Campus Coach)		1
Ana Jimenez	Peer Facilitator (Campus Coach)		1
Ericka Palacios	District Parent Coordinator		0.5
Faith Arizmendez	Elementary Aides		1
Yanet Ramirez	Elementary Aides		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,644.00
1	1	6			\$2,186.00
1	1	7			\$41,214.00
1	2	1			\$2,077.00
Sub-Total					\$47,121.00
Budgeted Fund Source Amount					\$47,121.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$57,751.90
1	1	7			\$166,220.50
1	1	7			\$20,587.55
1	1	7			\$550.00
3	1	2			\$3,633.10
3	1	2			\$22,484.47
Sub-Total					\$271,227.52
Budgeted Fund Source Amount					\$271,227.52
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,968.94
Sub-Total					\$1,968.94
Budgeted Fund Source Amount					\$1,968.94
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$170,297.00
Sub-Total					\$170,297.00
Budgeted Fund Source Amount					\$170,297.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$4,500.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$495,114.46
Grand Total Spent					\$495,114.46
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZvtn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Fisher Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and Fisher Elementary School, provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.



Vision

We believe that...

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.

- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On September 11th 2023, our Site-Based Decision Making Committee which includes our faculty, parents and community members met from 3:30 to 5:30pm to conduct our comprehensive needs assessment. We did that by dividing up the committee into 8 subgroups so that each group can focus on the 8 needs assessment areas. We provided each team data pertaining to their area and gave them time to analyze individually and collectively their data and come up with celebrations and challenges. They then converted their challenges into problem statements and dug deep into the possible root causes of this. Next they were asked to develop a data-based goal statement and brainstormed strategies to achieve such created goal. After this step was completed, we had each team present their findings one at a time and the floor was open to everyone for thoughts, observations or anything that could be added or changes to be made. We displayed these electronically on the promethean board as well on each team's computer on a google slide document shared by committee members. We included a voting section and an input section on each document so that each committee member could view individually and vote as their top priority focus areas and goals for the campus. Once the voting was completed, as a committee we reviewed and clearly identified our top priority goals and thus these are reflected on the Campus Improvement Plan.

Demographics

Demographics Summary

In 2022-2023 School Year Fisher served 568 total students from EE through 4th Grade.

The following is the demographic breakdown of the population as shown in the tables below from the last 2 years.

Enrollment Summary by Ethnicity (last 2 consecutive years)

Ethnicity	# of Students 22-23	Percentage 22-23	# of Students 23-24	Percentage 23-24	Percent in Change
Hispanic/Latino	510	85.43%	496	87.3%	+1.87%
White	44	7.37%	38	6.7%	-0.67%
Black or African American	29	4.86%	23	4.0%	+0.86%
2 or more races	8	1.34%	6	1.1%	-0.24%
Asian	6	1.01%	4	0.7%	-0.31%
Total	597	100%	568	100%	

*Highest increase seen in Hispanic/Latino population by growth of 1.87%

Other Demographic information (last 2 consecutive years)

Ethnicity	# of Students 22-23	Percentage 22-23	# of Students 23-24	Percentage 23-24	Percent in Change
Male	302	50.59%	275	48.4%	-2.19%
Female	295	49.41%	293	51.6%	+2.19%
At-Risk	332	55.6%	330	58.1%	+2.5%
Bilingual/EL	247	41.4%	247	43.5%	+2.1%
GT	39	6.5%	36	6.3%	-0.2%
Special Ed.	57	9.5%	101	17.8%	+8.3%
Economically Disadvantaged	452	75.7%	403	71.0%	-0.2%

*Very high, almost double, increase in our Special Education population by 8.7% (44 new SPED students).

Demographics Strengths

The vast majority of our school population at Fisher elementary is composed of Hispanic/Latino students and families with almost half of our enrolled students/families speaking Spanish at home. The majority of our staff including the campus Principal, Parent Coordinator, CIS and ACE Program Managers speak the Spanish language fluently and are able to easily communicate with parents and community members which helps facilitate the opportunities to create and have more responses to family involvement opportunities on campus as they have someone they can easily communicate and connect with on campus. Thus, our parents regularly attend all family and school functions we host. These last two school

years we have been able to rebuild (post COVID) a strong group of core volunteers who are welcomed on campus throughout the school year.

Bilingual and Dual language classes in every grade-level, monitor and provide interventions in all student groups, parent coordinator to assist CIS and Counselor with our student needs, monitor and provide support for our 504 and resource students, Special programs on campus 2 ABLE units, 1 Success class and a ECSE (Early Childhood Special Education) unit, After school tutoring is supported by campus teachers and our ACE After school program. Campus Coaches assist classroom teachers in Tier 1 instruction and assist with Tier 3 interventions, Intervention Specialist on campus helps pull small group to provide timely and effective Tier 3 interventions to needed students, parent involvement on campus with the counselor.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sharp increase of 8.3% (44 students higher- total 101) in Special Education population, especially in upper grade levels starting 1st grade and up may directly impact student achievement in state assessments such as STAAR/TELPAS and also MAP Testing if the correct interventions, services and intense intervention are not implemented in a timely and consistent manner. **Root Cause:** Parents are not aware/educated enough of students' possible struggles/disabilities early enough to seek and obtain help/services for the students and thus delay process for campus to identify, collect data and service these special education students which creates a GAP in their learning and makes it difficult to perform on grade-level for state assessments written in challenging ways.

Student Achievement

Student Achievement Summary

STAAR Scores

Campus/District/State Comparison

Comparisons of 21-22 & 22-23 at Approaching (which TEA considers passing) for 3rd & 4th grade to include summary chart of ECRs, Extended Constructive Responses for 3rd and 4th grade LAR

Percent at APPROACHES – STAAR Spring 2023

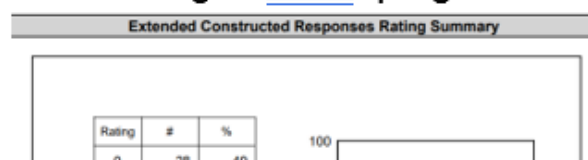
Grade/Subject	Campus			District			State		
	21-22	22-23	+/-	21-22	22-23	+/-	21-22	22-23	+/-
3 rd Grade Rdg.	66	84	+18	76	76	0	75	77	+2
3 rd Grade Rdg. Sp.	62	74	+12	62	68	+6	56	77	+21
3 rd Grade Math	47	75	+28	64	68	+4	70	73	+3
3 rd Grade Math Sp.	65	80	+15	69	72	+3	70	73	+3
4 th Grade Rdg.	60	67	+7	75	74	-1	76	78	+2
4 th Grade Rdg. Sp.	85	89	+4						
4 th Grade Math	49	61	+12	65	69	+4	68	70	+2
4 th Grade Math Sp.	89	94	+5						

Percent at MEETS – STAAR Spring 2023

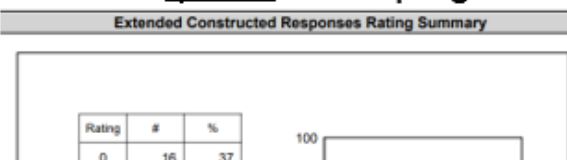
Grade/Subject	Campus			District			State		
	21-22	22-23	+/-	21-22	22-23	+/-	21-22	22-23	+/-
3 rd Grade Rdg.	41	58	+17	45	46	+1	50	51	+1
3 rd Grade Rdg. Sp.	27	47	+20	28	34	+6	25	51	+26
3 rd Grade Math	21	27	+6	31	36	+5	41	44	+3
3 rd Grade Math Sp.	30	47	+17	31	33	+2	42	44	+2
4 th Grade Rdg.	35	30	-5	47	38	-9	52	47	-5
4 th Grade Rdg. Sp.	62	78	+16						
4 th Grade Math	21	28	+7	32	41	+9	41	47	+6
4 th Grade Math Sp.	68	78	+10						

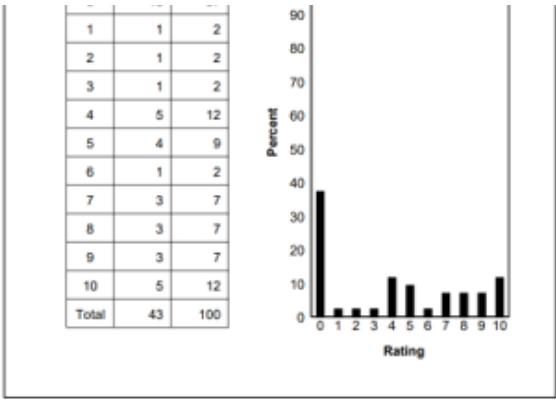
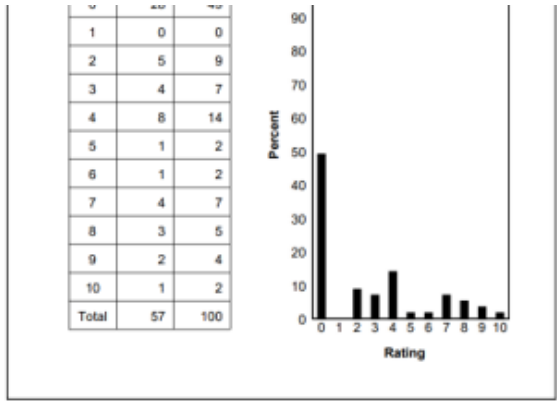
Extended Constructive Responses (ECRs) where NEW to STAAR Testing for both 3rd and 4th grade students this school year as part of the LAR STAAR Exam. The below is a representation of student scores. Possible points were based a culmination of 2 raters which equals to 10 total possible points (5 points per rater on a 0-5 scale).

3rd Grade English - ECR Spring 2023



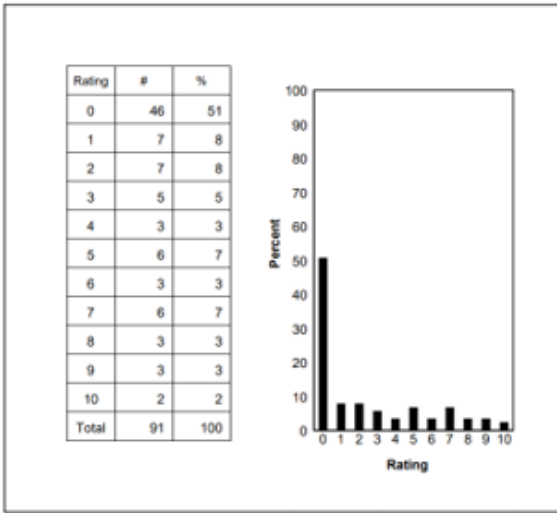
3rd Grade Spanish - ECR Spring 2023





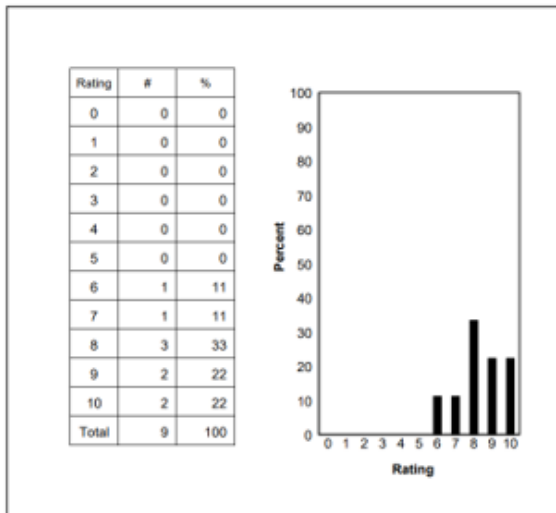
4th Grade English - ECR Spring 2023

Extended Constructed Responses Rating Summary



4th Grade Spanish - ECR Spring 2023

Extended Constructed Responses Rating Summary

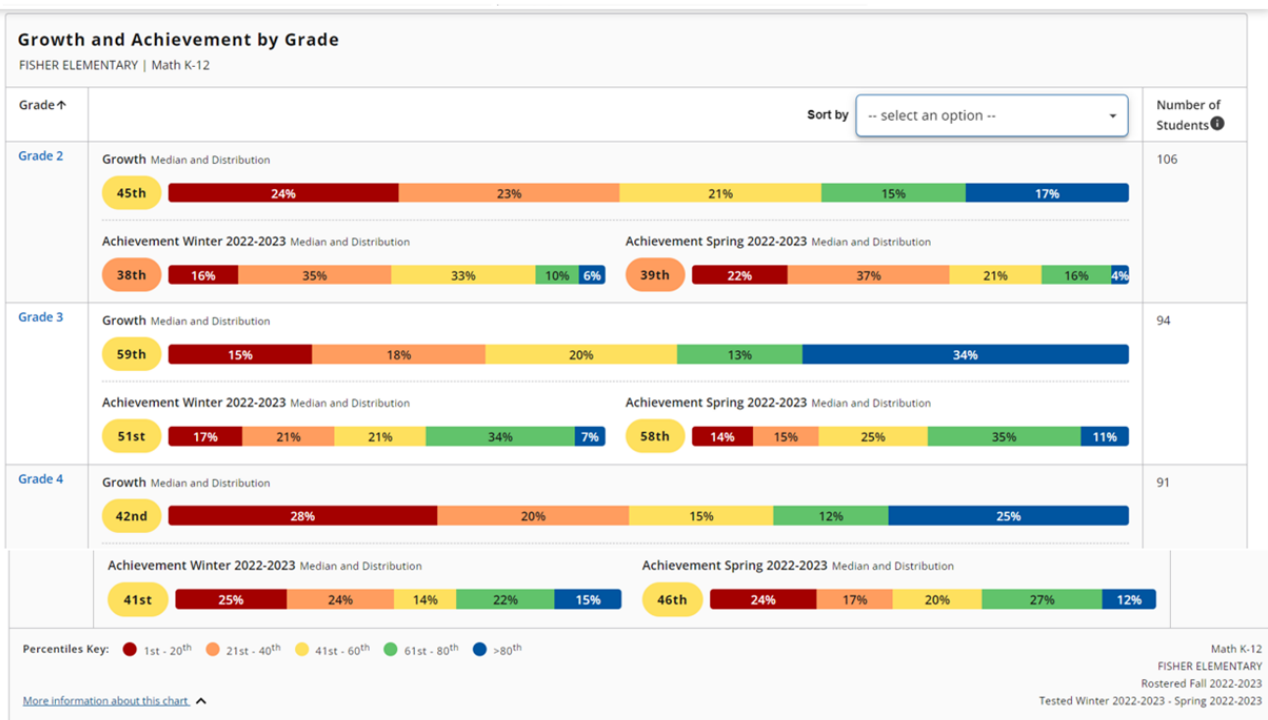
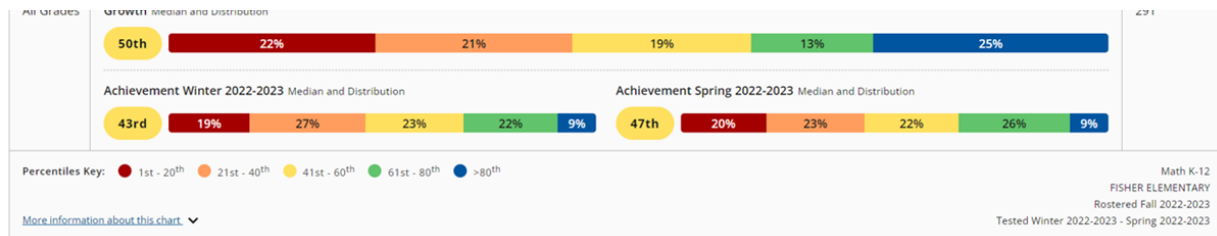


2nd-4th Grade MAP for 2022-2023 FALL/WINTER/SPRING Growth
 Data measures Nation-Normed growth across the US. Our campus Data is reflected as follows in MATH & LAR

MATH (English Only) FALL 22-23, WINTER 22-23, SPRING 22-23 TERM
OVERALL, CAMPUS and BY GRADE LEVEL 2nd-4th

FISHER ELEMENTARY

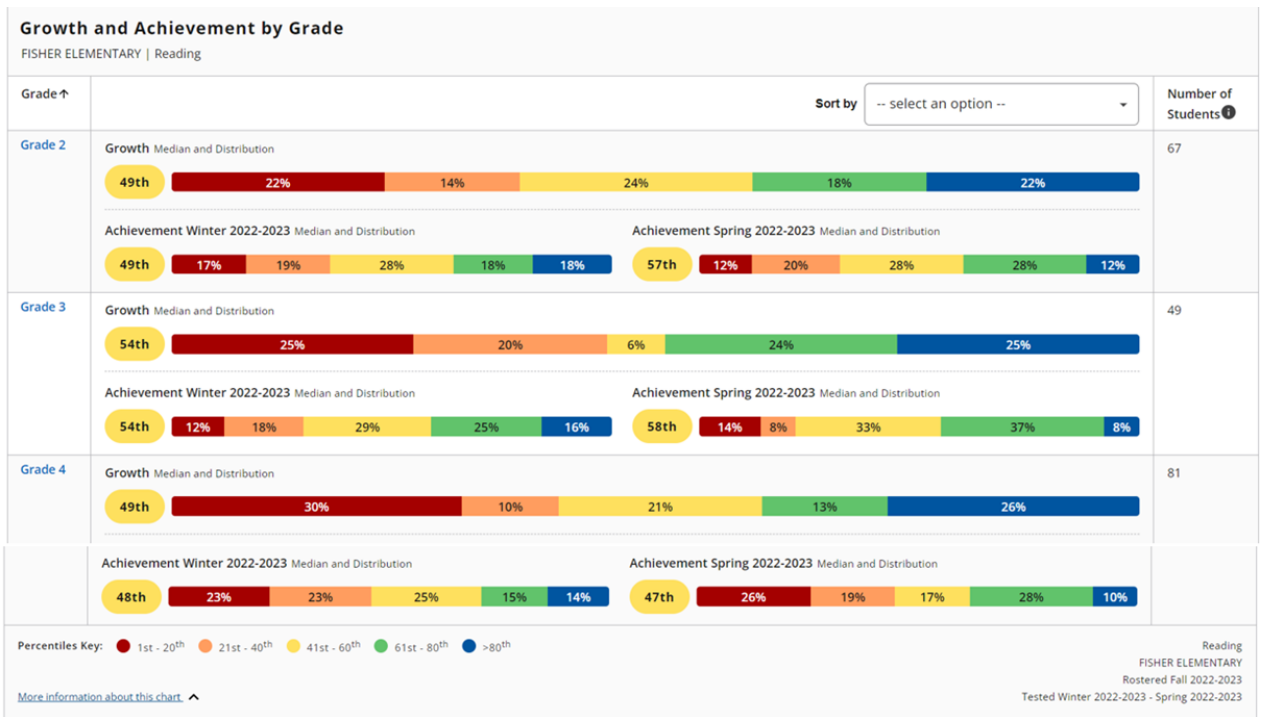
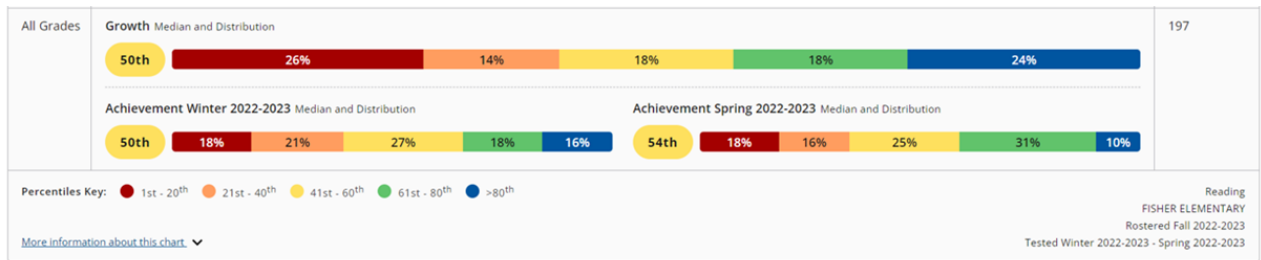
Growth and Achievement - All Students		
FISHER ELEMENTARY Math K-12		
Grade		Number of Students
All Grades	Growth Median and Distribution	201



LAR (English) FALL 22-23, WINTER 22-23, SPRING 22-23 TERM
OVERALL, CAMPUS and BY GRADE LEVEL 2nd-4th

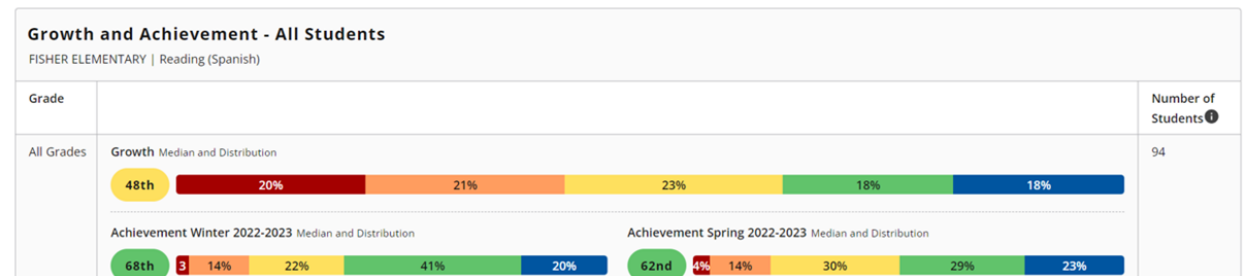
FISHER ELEMENTARY

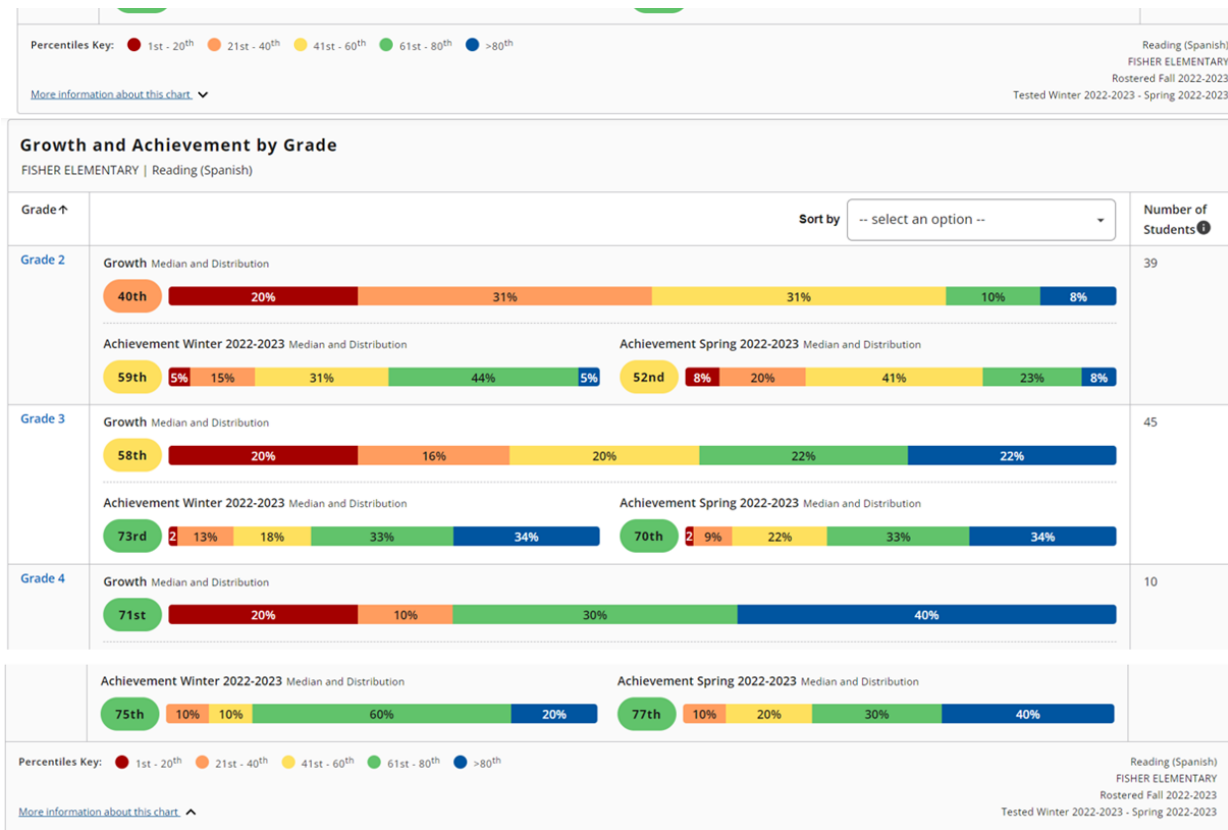
Growth and Achievement - All Students	
FISHER ELEMENTARY Reading	
Grade	Number of Students



LAR (SPANISH) FALL 22-23, WINTER 22-23, SPRING 22-23 TERM
OVERALL, CAMPUS and BY GRADE LEVEL 2nd- 4th Grade SPANISH

FISHER ELEMENTARY





Student Achievement Strengths

Our student STAAR data comparisons from 21-22 to 22-23 school year has shown double digit growth in the majority of areas in the "approaches" area as well as the "Meets" with the exception of 4th grade Rdg. (Eng.) where we dropped by 5 percentage points which seemed to be a trend across the district and state.

Given that the Extended Constructive responses were new to all 3rd and 4th grade students in the LAR STAAR Test, our 4th grade Spanish students scored very well.

Our Campus MAP scores indicated about and average of 50% percent growth as a whole across all subjects/grade levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our data indicates lower growth data on LAR and ECR for the STAAR Spring Administration in 4th grade and overall low responses on ECR for 3rd and 4th grade as a whole. **Root Cause:** ECRs and all day testing for both 3rd and 4th grade students was new this school year as well as the new item types of questions on

STAAR. Students/teachers were not fully aware of what to expect and how the responses would be graded which did not allow sufficient time for students to adequately prepare on how exactly to perfect the art of these types of item responses.

School Culture and Climate

School Culture and Climate Summary

Priorities at Fisher: Continue implementation of CHAMPS, Conscious Discipline and PBIS strategies/procedures to promote a safe, fun and organized learning environment for all students. We will continue to welcome Fisher parents and families onto the campus and many more opportunities for parents and community to be involved in educational experiences with our students and staff.

At Fisher we build our school culture by: recognizing student attendance and developing intervention strategies such as check-in/out to encourage student attendance and positive behaviors. We have an incentive system in place for every classroom to increase student attendance and celebrate those who have achieved the goal attendance set as a campus thru the PBIS Committee. We also recognize the Student of the Month every Month per grade level for those students who exemplify the FISHER Guidelines for Success and are recognized publicly with a Yard sign to display outside their homes, a free meal certificate, a school recognized certificate, a phone call home from the Principals, and a coupon for parents to come in with their child at school and bring outside food on a special day that is given to parents.

We focus on social emotional learning by focusing on monthly character traits which are supported by our School Counselor with monthly lessons and teacher extension activities for all learners with the implementation of the Whole-Child approach and utilizing the district curriculum and lessons given. All Teachers and staff have and maintain a "Students Come First" mentality, a family friendly atmosphere in school and in the classroom, keeping a well-maintained building, instilling a safe environment by adhering to all campus procedures and protocols.

We promote student leadership with programs such as Student Council, students participating in the daily morning announcements with our school counselor. We celebrate academic achievement with progress celebrations for students who meet their individualized Middle of the Year and end End of the Year academic growths that they have conferred with and help create with their teachers.

We have a campus Courtesy Committee which is represented by at least one member of each campus/department team members. The Courtesy Committee helps build a positive school campus and help boost morale by planning off-campus outing throughout the year, planning for and providing all staff members a "Sunshine cart" treat at pre-planned days to promote cheer and well-being for all staff.

Weekly safety "door sweeps" are conducted and document to ensure the safety of the campus and all exterior doors and possibly entry doors. Monthly Emergency and Disaster Safety Drills are conducted, documented, and reported to ensure the physical safety and preparedness of all staff and students in the building. Our campus has a trained Medical Emergency Response Team who meets throughout the year and has at least 12 members who are CPR/AED certified to respond to any medical/crisis that may occur during school hours.

According to a needs assessment recently conducted, the staff and parents feel Fisher is a safe and orderly learning environment for the children. The teachers maintain a positive and nurturing relationship with their students. Our students come from an ever-increasing level of poverty. Many of our student come from a single parent home or being raised by a grandparent. Maintaining an emotional, social, and physical safe, consistent, and predictable environment is vital for their overall success and well-being.

School Culture and Climate Strengths

Teachers and staff feel that Fisher Elementary is a safe and family-oriented campus where deep relationships with their peers, students and families are built and nurtured. They feel well equipped and are enthusiastic to share their knowledge with students through engaging educational experiences while maintaining a safe environment and ensuing that all PBIS/Conscious Discipline procedures are kept and followed. The consistent use and forward-thinking planning of PBIS has had a positive impact on student discipline, attendance, and safety. We will continue to evolve and self-reflect monthly on our

campus-wide practices so that we may continue to maintain a safe and fun learning environment for all.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We lack the time and resources to address the mental and behavioral health issues of students, families and staff. Since the pandemic, it has been challenging to meet the social, emotional and mental health needs of the greater community of Fisher Elementary. **Root Cause:** The pandemic aftermath has caused a great deal of mental health issues iwth our new incoming students and families. We are seeing more and more students/families with behavioral and mental issues that are hard to address with the amount of them across the school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

Fisher Elementary retains effective, well-supported teachers by strategically selecting, recruiting and training of highly qualified personnel. Plans are in place thru the Courtesy Committee and Administration Team to ensure and sustain a high morale and positive campus culture where teachers seek and enjoy working at. The school district has incorporated 3% increases in payroll yearly as well as adopted the Teacher Incentive Allotment System. The Teacher incentive Allotment Program is currently being implemented in Pasadena ISD to continue the efforts of maintaining and growing highly effective and high performing teachers within our school district. Fisher Teachers will be fully eligible in TIA for the 24-25 school year in grades 1st-4th. Grade Levels and departments will be added accordingly as years and program continues to develop throughout the following school years.

This school year, we were once again granted the opportunity to hire "Classroom Facilitators" who are in the process of working to completion of their teaching certification as well as our teachers who are going thru an Alternative Teaching Certification due to high demand of teachers and the shortage of qualified candidates.

Campus Mentors and buddies are assigned to new hires or new to Fisher teacher hires so that they feel welcomed and supported daily. Our Campus Instructional Coaches work closely with all teachers and help in their professional growth by implementing Impact Coaching Cycles where together they develop and set meaningful goals to reach their utmost teaching potential.

Our Teacher Evaluation System (TTESS) is a great tool to identify low and high performing teachers and allows the administrator to target the area of needed growth which is discussed with the teacher during the post-conference. Being able to identify such areas and having the specific conversations allows the teachers to self-reflect and put things in place to help improve their practices and performance levels utilizing campus resources such and the Instructional Coaches as well as other tools.

Pasadena ISD provides many professional development opportunities to all employees in the end goal of improvement of professional practices.

We will need to file a Bilingual/ESL Waiver this school year for 2 of our Special Ed. teachers who are currently serving EB(LEP) students in their ECSE and ABLE Programs.

Staff Quality, Recruitment, and Retention Strengths

Most of our Fisher teachers and staff have been Teaching at Fisher for 5+ years and have been an essential part of the positive school environment where we all function and work as not only a team but a true school family. The grade level teams have built a strong bond with each other in and outside of school and fully support each other's professional growth and consistently set goal to improve their teaching practices to ensure student academic and social/emotional success.

Grade levels have each been assigned thru the Courtesy Committee a month for which their team will be the "hosts" and in charge of the Sunshine cart to hand out staff treats of their choice within the given Courtesy budget.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to Special Education teachers not being ESL certified, we will have to file waivers to have a non-bilingual/ESL Certified Teacher servicing EBs (Emergent Bilinguals). **Root Cause:** Due to teacher shortages, and more so Special Education Certified teachers, the teachers hired who were qualified to teach Special Education at our campus are not currently ESL Certified. Those who are certified and are in SPED are not fully motivated to be ESL certified as they do not receive a stipend to be fully certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Fisher Elementary follows the district curriculum and state/district scope and sequence. PISD has created google site to access supportive curriculum for all grade levels and departments district wide. On campus we have and provide our teachers with a vast of high-quality instructional materials and assessments to help enrich student performance. Our Campus Coaches have created a Campus Google Site to house all Team planning, PLCS, Task Cards, Data Walls and all Teacher must haves in one central location for easy access.

We administer district and state mandated progress monitoring formal and informal assessments such as the following but not limited to: PK Circle testing, mClass for grades K-2nd, MAP LAR & Math for grades 1st-4th, Literacy Assessments, Writing calibrations, Math and reading running records, at beginning, middle and end of year to assess, document and project student growth and performance.

We consistently analyze the data to assist in grouping students for intervention purposes as well as to guide teachers on adjusting student specific lessons or assignments. Our Campus Coaches implement Impact Coaching Cycles with the new and veteran teachers on campus as well as other teachers who express the desire to grow and improve their teaching practices in specific needs. We utilize a variety of tools, rubrics and checklist to keep track of data and progress monitor all students to have a comprehensive view and understanding of all students' academic growth and needs.

The use of extended day tutoring by classroom teachers and tutoring and homework help in the ACE Afterschool program, help target and implement intense intervention strategies for students in academic need.

Curriculum, Instruction, and Assessment Strengths

Most Fisher teachers have many years of experience and knowledge that they share with their peers during team planning and PLCs where they have the opportunity to model their classroom practices and explain their strategies and techniques to reach such student performance for a particular SE or area. PLC meetings are held weekly with each grade level and department and includes the Administrators, Interventionists to strategically review data and instructional practices so that the delivery of instruction is adjusted based on evidence of data. Instructional Campus Coaches aide in the facilitation of these meetings and serve a very important role in providing the additional needed supports and resources to all campus teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Due to the number of special education students and students receiving Tier 3 supports, our overall achievement scores in state assessments are being affected. **Root Cause:** Fisher's Special education population has doubled in size form last school year. Our master schedule and meeting all hours of services for all students makes it difficult for our special education teachers to be available to meet with grade level teams on weekly and consistent basis for planning purposes and idea sharing.

Parent and Community Engagement

Parent and Community Engagement Summary

Last school year, post-COVID, our focus was to welcome parents back into our school building and re-engage families and the community with fun and educational events such as our Open House, Dual Language Showcases, Trick or Treat Event, Winter wonderland Curriculum Night, Boys and Girl Scout Program for all 1st- 4th grade students, Family Physical Engagement days during the students specials period, Grade level Musicals and Folk Dances, Turkey Trot/Color Run Family event, ACE After school Program family events, Coffee with the Counselor, Grandparents Loteria Night, Mother/daughter event, father/son event, Autism Awareness Walk, Walk to school days and countless more opportunities for all to engage in.

We have created room inside our school building to re-locate our Parent Coordinator, Mrs. Pesina, so that she may have parent volunteer opportunities more often inside the school building. We will be having parents help run our “Tiger Bucks Store” every Friday where students will be able to redeem their Tiger Bucks received for good behavior in common areas.

Parent and Community Engagement Strengths

Every year, Fisher hosts a plethora of events and opportunities for parents to get involved with our campus. Our most successful events like our Trick or Treat Night, Winter Wonderland Curriculum Night and Parent Information Night (Open House) and Dual Language Showcase Events, have a high attendance rate with an average of about 500+ in attendance. We highly encourage all of our Fisher parents and families to get involved in their child's educational journey. We have parent volunteers and church community members that assist us in distributing food and other donation items (school supplies, jackets, shoes, clothes) to those who we have identified are in need of assistance.

We have increased our forms of communication to our parents and to the community by not only limiting it to paper flyers and classroom newsletters but also thru our digital marquee outside our campus, social media platforms such as: Facebook, twitter, we also make all-call phone calls and emails thru our school messenger software that reaches all students enrolled, the Remind 101 app that all classroom teachers use, class dojo, Peach Jar for electronic flyers, and all information is provided to families in both English and Spanish.

Throughout the school year we hold many parent/teacher conference opportunities and mini PDs that they can attend to learn about their student's academic and linguistic performance in the classroom as well as ways that they can support and help their child at home.

Our Counselor partners with our CIS and Parent Coordinator as well as our ACE After school Program to host parent-specific events that help with parenting tips, social and emotional well-being and personal growth opportunities and resources opportunities from the community.

As a campus expectation, Parent workshops will be offered by every teacher in every grade level at a minimum of 1x/year in one of our parent rooms both during the school day during their conference time as well as after school.

We have partnered with many local businesses such as Chick-fil-a, Mi Tienda/HEB, Black Rock Café, McDonald's and many others who are happy to donate items or employee time to assist us in providing parent interaction and engagement with our school.

The below link takes you to the District Parent Survey Results for Fisher Elementary conducted in Spring 22-23.

https://drive.google.com/file/d/1_gx3u9ddF2Gehi6LWGA1zwba9F43k-RL/view?usp=sharing

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We are seeing more and more students come in with behavioral and mental health concerns as young as Pre-K and parents are not aware of what normal typical behaviors are and what are behaviors that require them to seek medical evaluations, supports. **Root Cause:** Parents are not aware of what "norms" in behavior and social-emotional compared to other peers in that age group. This causes issues when we ask them to help support the campus efforts at home. More education to parents in this area is needed, but unfortunately those parents that need to attend these workshops we are giving, do not attend. Low attendance.

School Context and Organization

School Context and Organization Summary

At Fisher we currently have 2 bilingual teachers (with the exception of Kinder and 1st grade), two Dual Language teachers and 3 Gen ed teachers (with exception of Kinder). Fisher houses 4 Pre-Kindergarten classes, 2 English and 2 Spanish. We also have a Communities in School liaison, a Parent Coordinator that we share with feeder partner Intermediate school and an ACE after school program.

Parent conferences take place every nine-weeks as needed with the general education teachers and once a semester for Dual Language teachers. About 75% of parents attend parent conferences. ARDs are held at Fisher every Tuesdays and Fridays to assist our large population of Special education students. Grade-level team planning occurs every Wednesday and Thursdays during conference time and PLC once a week during dismissal time for every grade level. Our Instructional Campus Coaches and the Administration Team (Principal/Assistant Principal) attend to all possible meetings to be part of the planning process as needed.

The Campus PBIS committee, which has representation from every grade level/department team, meets once a month to review effectiveness of procedures in school common areas, review attendance and discipline for the month and brainstorm incentives and other systems that can be implemented to motivate students and staff reach their full potential on campus.

Safety weekly "door sweeps" are conducted and document to ensure the proper function of all exterior campus doors and possible entry points. All doors are shut and remain locked during instructional school hours. All teachers and staff must always wear their ID photo badges and any visitor in the building must have proper visitor sticker visible to ensure they are authorized to be in the building. PISD District police will conduct walkthroughs throughout the building at any point in time daily to make sure all is safe and doors remain on lock mode at all times.

ALICE training has been conducted as e-courses and with the PISD POLICE Department with all teachers and staff and two drills are implemented per school year along with all other TEA required Emergency drills which are held on a monthly basis with students and staff. RAPTOR ALERT App. is installed on all faculty and staff cell phones so they are aware of any drills/emergencies that may be taking place on campus. Remind App. is also used as an alternative mode of communication should the campus intercom system not work or messages need to be relayed in a timely manner to all.

School Context and Organization Strengths

Fisher offers Specials program for all K-4th students: Computer Lab (1-technology teacher/aide), Music (2 teachers) who have scheduled grade-level music performances throughout the school year along with 2 family music events, Physical Education (2 certified coaches 1 aide). Our PE Coaches have many Family-friendly, physical movement, events where parents are welcomed, they also host a jogging club throughout the school year for our 3rd and 4th graders which occurs 1x/week per grade level from 7-7:45am in our school gym (Total of 2 days a week). We also have special walk-to school events we plan throughout the school year and have a Campus Wellness Committee which meets every 9 weeks to plan other wellness and physical activity events for not only students and families but also for all campus staff. We have received the Platinum Wellness Award for the last 3 consecutive School Years and plan to put measures in place this school year to continue receiving such award and recognition. We have also earned and received recognition for being one of the Nation's Healthiest Schools 2 years in a row.

The grade levels and programs are divided among the 2 administrators who are always available for teachers and staff and have an "open-door policy" for all.

Arrival and dismissal procedures provide a secure environment by consistently having staff, teachers and administrators present and visible welcoming

and dismissing students.

PBIS strategies are being implemented by all teachers to keep a safe and secure school. All classrooms' doors are on lock mode and portable classroom doors always remain locked. PBIS Committee meets 1x/month to ensure all campus needs and concerns are addressed, identified and solved in a timely manner.

All Faculty, staff and students are well aware of all emergency drill and ALICE procedures and drills are held on a monthly basis to ensure student confidence in their awareness/preparedness of the procedures in the school environment.

The MERT Committee is always alert and ready to respond should there any emergency or crisis situation occur while in school. Drills and meeting for the MERT team are scheduled and had during the school year.

Visitor check-in system is utilized with fidelity to ensure the safety of all when visitors are on campus. Sign-in/out sheets and procedures are kept up with daily and enforced with fidelity.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: All grade levels do not currently have an equal amount of time to meet on a weekly basis during PLCs with the Instructional Leadership Team to dig deep into student data. **Root Cause:** Pre-K and Kinder will only be meeting every other week at PLCs with the Instructional Leadership Team rather than every week like 1st-4th grade and Special Ed joins in only as needed. There are 5 days of the week we can meet for PLCs during Dismissal time and 6 grade level teams.

Technology

Technology Summary

Technology plays a vital role in the delivery of classroom instruction. Every teacher uses the Promethean board to enhance their lessons and every classroom is equipped with a document camera where teachers can project their materials. Every teacher and students at Fisher Elementary have a laptop computer that is individually assigned to them to use for educational purposes.

All teachers and classroom have received a new upgraded version of the interactive board. We have several of these new boards on wheels that can be used throughout the school campus for student engagement as well as to conduct meetings/professional development with parents and staff. Student headphones and mouses have also been purchased with school funds for State and District assessments such as STAAR, TELPAS and MAP. These are provided to all students/teachers in an as needed basis.

In the event of another world-wide pandemic, such devices will be used to pivot to virtual instruction as we did during the Covid-19 Pandemic.

Kindle e-readers are also available for student use in the library. Fisher has a computer lab that is part of the daily specials rotation in order for the students to learn the technology TEKS and become technology literate.

An electronic board has been placed in the foyer of the school to inform parents and visitors. Electronic student devices are used heavily for all student state and district assessments. A Technology support District Employee is assigned to every campus to help support with any technological needs that may arise throughout the day, especially during heavy assessment days.

Technology Strengths

Teachers are using technology daily to deliver instruction.

A full-time technology teacher provides instruction to increase student knowledge of technology applications.

Since 2020-2021 Every student has their own 1:1 computer issued out to them which allows for each student to participate in real-time with any electronic assignments assigned and other programs that are individualized to their specific learning needs and thus provides teachers with real-time data to help improve instructional educational practices.

Problem Statements Identifying Technology Needs

Problem Statement 1: High work-orders for technological services and high use of internet connection can cause a delay or interruption in the effectiveness of technology. **Root Cause:** Internet may drop, or devices may become damaged or technical issues which we can not control.

Problem Statement 2: Given that now every student in PreK-4th is issued a student device (laptop) for the school year, student fine-motor skills have taken a decline as well as it is becoming harder to maintain student engagement during non-technology driven instruction. **Root Cause:** Students have gotten used to the high stimulating output from technology and its quick response, that they have a hard time engaging for longer periods of time on non-technology lessons.

Priority Problem Statements

Problem Statement 1: Our data indicates lower growth data on LAR and ECR for the STAAR Spring Administration in 4th grade and overall low responses on ECR for 3rd and 4th grade as a whole.

Root Cause 1: ECRs and all day testing for both 3rd and 4th grade students was new this school year as well as the new item types of questions on STAAR. Students/teachers were not fully aware of what to expect and how the responses would be graded which did not allow sufficient time for students to adequately prepare on how exactly to perfect the art of these types of item responses.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: We are seeing more and more students come in with behavioral and mental health concerns as young as Pre-K and parents are not aware of what normal typical behaviors are and what are behaviors that require them to seek medical evaluations, supports.

Root Cause 2: Parents are not aware of what "norms" in behavior and social-emotional compared to other peers in that age group. This causes issues when we ask them to help support the campus efforts at home. More education to parents in this area is needed, but unfortunately those parents that need to attend these workshops we are giving, do not attend. Low attendance.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: Due to the number of special education students and students receiving Tier 3 supports, our overall achievement scores in state assessments are being affected.

Root Cause 3: Fisher's Special education population has doubled in size from last school year. Our master schedule and meeting all hours of services for all students makes it difficult for our special education teachers to be available to meet with grade level teams on weekly and consistent basis for planning purposes and idea sharing.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators, Campus Coaches Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$19,975.29, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4 Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$166,010.62	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Title I: 2.4, 2.5, 2.6 Funding Sources: BFU, Overtime , Fixed - 199 - General Fund - \$46,744, High-Impact Tutoring Non-Payroll - Extended Day/Tutorial - \$4,800	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$2,010	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels. Staff Responsible for Monitoring: Campus administrator, LPAC committee Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Staff - State Compensatory Funds, - 199 - General Fund - Bil/ESL - \$4,096, Bil/ESL - 263 - Title III A - Bilingual Education, Language - \$2,301.72	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, intervention teachers, teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Dyslexia Teacher - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$84,488.36, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$57,622.61, - 199 - General Fund - Special Education - \$1,841, Extra Duty Pay - 199 - General Fund - At Risk - \$3,084, Closing achievement Gap - State Compensatory Funds - \$426,787	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP Strategy's Expected Result/Impact: Increase awareness of students who are being removed to ISS, OSS, or DAEP Staff Responsible for Monitoring: Campus administrators, special education case manager, campus LSSP Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements Strategy's Expected Result/Impact: Ensure data and strategies are aligned to our campus needs Staff Responsible for Monitoring: Campus administrators, counselor, teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Ensure teachers servicing emergent bilinguals are ESL/Bilingual certified to avoid filing waivers. Staff Responsible for Monitoring: Campus administrators, hiring committee Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:
Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Participation and successful completion of the ESL Institute provided by Pasadena ISD.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, school counselor Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: ACE/CIS and Counselor will provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: CIS & ACE campus coordinator, school counselor and campus administrator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$25,445.80, - 211 - Title 1 A - Economically Disadvantaged Study - Parent Component - \$3,525.05	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor Title I: 4.1, 4.2	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

State Compensatory

Budget for Fisher Elementary

Total SCE Funds: \$426,787.00

Total FTEs Funded by SCE: 17

Brief Description of SCE Services and/or Programs

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Personnel for Fisher Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alanis, Juan	Teacher - Elementary School	1
Calderas, Stephanie	Teacher - Elementary School	1
Castellanos, Mirla	Teacher - Elementary School	1
De La Fuente, Valery	Paraprofessional - Instructional	1
Del Rio, Marcela	Teacher - Elementary School	1
Flores, Edith	Paraprofessional - Instructional	1
Garcia, Cristina	Teacher - Elementary School	1
Garcia, Tisha	Teacher - Elementary School	1
Gomez, Maricela	Teacher - Elementary School	1
Guerra, Ivonne	Teacher - Elementary School	1
Guerra, Yesenia	Teacher - Elementary School	1
Lipsey, Laura	Teacher - Elementary School	1
Madrigal, Michael	Teacher - Elementary School	1
Meza, Jaimie	Teacher - Elementary School	1
Moreno, Adriana	Campus Coach - All Levels	1
Munoz, Jasmin	Teacher - Elementary School	1
Rodriguez, Isaac	Campus Coach - All Levels	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Moreno	Peer Facilitator (Campus Coach)		1
Edith Flores	Elementary Aides		1
Francisca Pesina	District Parent Coordinator		0.5
Isaac Rodriguez	Peer Facilitator (Campus Coach)		1
Mirla Castellnos	Dyslexia Teacher Elementary & Middle		1
Valery DeLaFuente	Elementary Aides		1

Plan Notes

CNA Team Agenda and Meeting Minutes

School Year	2023-2024
District	Pasadena ISD
School	Fisher Elementary
Meeting Date	September 11 th , 2023
Meeting Time	3:30pm
Purpose	Comprehensive Needs Assessment

Campus CNA Committee Members

PT = Parents C = Community Member T = Teachers PR = Principals
O = Other School Leader PP = Paraprofessionals DA = District Admin

Name	Position	Role							
		P T	C	T	P R	O	P P	D A	
Blanca Roman	Principal				x				
Aubree Stent	Assistant Principal				x				
Royce Anne Henley	Counselor					x			
Adriana Moreno	Math Campus Coach					x			
Isaac Rodriguez	LAR Campus Coach					x			
Francisca Pesina	Parent Coordinator		x						
Donna Miranda	CIS		x						
Helmy Rex	Parent	x							
Kathleen Cole	PK Teacher			x					

Maria Polina	Kindergarten Teacher			x				
Cynthia Cantu	1st Grade DL Teacher			x				
Cristina Garcia	2nd Grade DL Teacher			x				
Teo Pena	3rd Grade Bilingual Teacher			x				
Moncerrat Campbell	4th Grade Bilingual Teacher			x				
Rhonda Gilbert	Music Teacher			x				
Claudia Sanchez	Special Education Teacher			x				
Ashley Pavlock	District Representative							x
Lizbeth Siller	Master List Clerk						x	

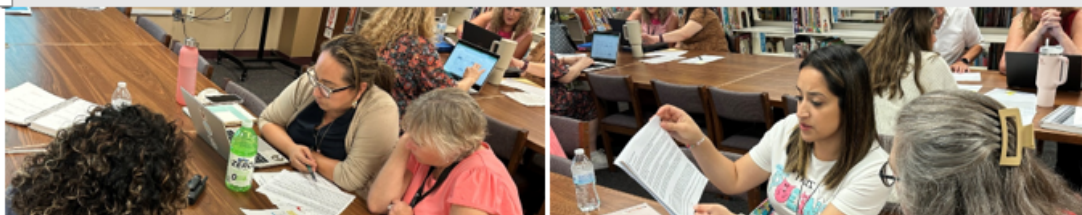
CNA Agenda and Minutes

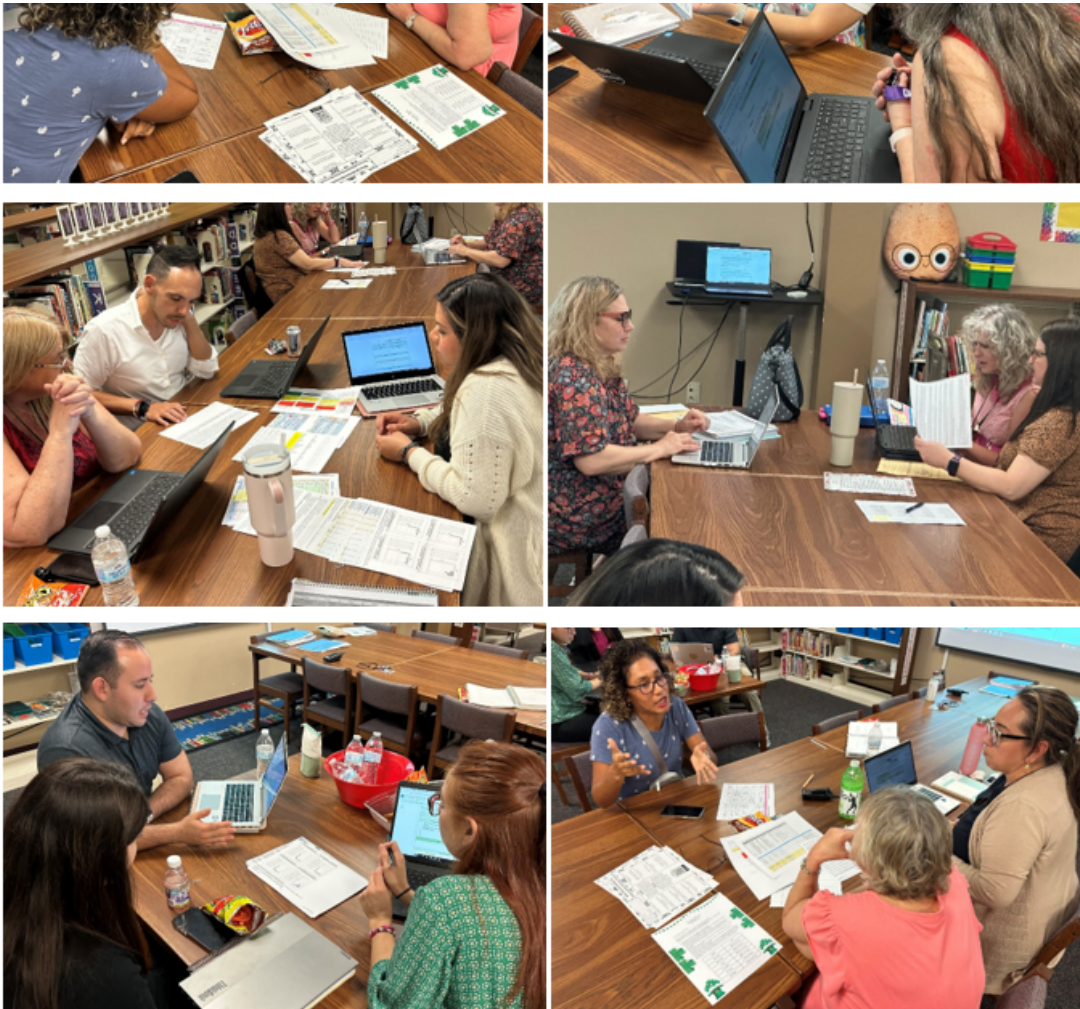
Agenda	Minutes	Action Items
<u>Welcome all stakeholders/purpose & Objectives for the mtg.</u>	<u>15 minutes</u>	<u>Sign in all present</u> <u>Discuss the purpose and process for conducting the Comprehensive Needs Assessment</u>
<u>Overview of team task and breakout groups</u>	<u>5 minutes</u>	<u>Discuss groupings and objectives for the group</u>
<u>Model the CNA Data Analysis Graphic Organizer and complete 1 together</u>	<u>15 minutes</u>	<u>Collaborately analyze and model 1 of the Comprehensive needs assessment areas and complete graphic organizer together</u>
<u>Team Time</u>	<u>60 minutes Total</u>	<u>-review data, identify strengths and challenges, capture strength and/or challenge on chart (individually first then team)</u> <u>-Record all strengths/challenges</u>

		<u>-Generate Problem statements</u> <u>-Conduct root cause analysis based on priority problems</u> <u>-Generate Goal statements</u> <u>-Brainstorm strategies and possible action steps to reach goal successfully</u>
<u>Team reporting</u>	<u>30 minutes</u>	<u>Group Share outs & Discussions</u>
<u>Consensus building</u>	<u>10 minutes</u>	<u>Dot plot on goals</u>
<u>Whole Group Debrief</u>	<u>5 minutes</u>	<u>Debrief discussion</u>
<u>Next Steps</u>	<u>5 minutes</u>	<u>Next Mtgs. & Next steps</u>

Future Meeting Dates and Next Steps

Date	Time	Group	Purpose
<u>9.11.2023</u>	<u>3:30pm</u>	<u>SBDM Committee</u>	<u>Review plan before board submission</u>
<u>1.8.2024</u>	<u>3:30pm</u>	<u>SBDM Committee</u>	<u>Formative Assessment #1</u>
<u>5.6.2024</u>	<u>3:30pm</u>	<u>SBDM Committee</u>	<u>Formative Assessment #2</u>





Site-Based Decision Making Committee

Committee Role	Name	Position
District-level Professional	Ashley Pavlock	District-Level Representative
School Administration	Blanca Roman	Principal
Classroom Teacher	Claudia Sanchez	Success Teacher
Classroom Teacher	Jeniya Rainey	PreKindergarten Teacher
Classroom Teacher	Cynthia Cantu	1st DL Teacher
Classroom Teacher	Cristina Garcia	2nd DL Teacher
Classroom Teacher	Moncerrat Campbell	4th Bilingual Teacher
Parent	Helmy Rex	Parent
Non-classroom Professional	Adriana Moreno	Campus Coach--Math
Non-classroom Professional	Isaac Rodriguez	Campus Coach--ELAR
School Administration	Aubree Stent	Assistant Principal
Administrator	Royce Anne Henley	Counselor
Classroom Teacher	Maricela Gomez	3rd Bilingual Teacher
Community Representative	Donna Miranda	CIS Campus Coordinator
Parent Coordinator	Francisca Pesina	Parent Coordinator
Classroom Teacher	Rhonda Gilbert	SAS--Music
Classroom Teacher	Emily Motley	Kindergarten Teacher
Paraprofessional	Lizbeth Siller	Master List Clerk

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	BFU, Overtime , Fixed		\$46,744.00
1	2	1		G/T	\$2,010.00
1	2	2		Bil/ESL	\$4,096.00
1	2	3		Special Education	\$1,841.00
1	2	3	Extra Duty Pay	At Risk	\$3,084.00
Sub-Total					\$57,775.00
Budgeted Fund Source Amount					\$57,775.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title 1 Instructional Materials	\$19,975.29
1	1	1		Plan4 Learning	\$550.00
1	1	1		Instructional Coach	\$166,010.62
1	2	3	Dyslexia Teacher	211	\$84,488.36
1	2	3		Title 1 Instructional Para	\$57,622.61
4	1	2		Title 1 Parent Coordinator	\$25,445.80
4	1	2		Parent Component	\$3,525.05
Sub-Total					\$357,617.73
Budgeted Fund Source Amount					\$357,617.73
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Bil/ESL		\$2,301.72
Sub-Total					\$2,301.72
Budgeted Fund Source Amount					\$2,301.72
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional Staff		\$0.00
1	2	3	Closing achievement Gap		\$426,787.00
Sub-Total					\$426,787.00
Budgeted Fund Source Amount					\$426,787.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	High-Impact Tutoring Non-Payroll		\$4,800.00
Sub-Total					\$4,800.00
Budgeted Fund Source Amount					\$4,800.00
+/- Difference					\$0.00
Grand Total Budgeted					\$849,281.45
Grand Total Spent					\$849,281.45
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsga?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Frazier Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and ***Campus Name***, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Current Enrollment Summary By Ethnicity		
Ethnicity	Students	Percentage
Hispanic/Latino	367	81.7%
White	34	7.6%
Black or African American	29	6.5%
Asian	8	1.8%
Two or More Races	11	2.5%
Total	449	100.00%

Frazier Elementary serves students in ECSE through fourth grade, and we have a total enrollment of 449 students. This is consistent with our last year's enrollment of 451. In addition to ECSE, our other special programs include ABLÉ 1 and ABLÉ 2. The chart above shows our demographic breakdown by ethnicity.

Additional demographic data is below.

Current Enrollment Summary By Gender		
Gender	Students	Percentage
Male	231	55.45%
Female	218	48.55%
Total	449	100.00%

Current Enrollment Summary By Grade Level		
Grade Level	Students	Percentage
Pre-Kindergarten/Preschool	57	12.69%
Kindergarten	63	14.03%
First Grade	82	18.26%
Second Grade	80	17.82%

Current Enrollment Summary By Grade Level		
Third Grade	91	20.27%
Fourth Grade	76	16.93%
Total	449	100.00%

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Demographics Strengths

- * Frazier serves a large group of students who receive special education services, particularly students with autism. Over the years, we have increased our knowledge and expertise in meeting the needs of our students with autism, as well as students with ADHD and social/emotional needs.
- * High percentage of gifted students identified at Frazier - we have a thorough process to identify students to assess, and we have a strong program to serve these kids.
- * Diverse staff that mirrors the population of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students with mental health and social/emotional needs require intense support that is difficult to provide. **Root Cause:** There has been a substantial increase in the number of kids in need of intense support in the areas of mental health and social/emotional growth. Unless these students are receiving services through special education, it is difficult to provide exactly what is needed. Each campus would benefit from a highly-trained SEL provider.

Student Achievement

Student Achievement Summary

STAAR Scores

Campus/District/State Comparison

May 2023

Percent at Approaching

Grade/Subject	Campus			District			State		
	20-21	21-22	23-24	20-21	21-22	23-24	20-21	21-22	23-24
3rd Grade Reading	91%	64%	75%	77%	58%	76%	76%	68%	77%
3 rd Grade Reading Sp	85%	77%		80%	56%	62%	69%	52%	56%
3 rd Grade Math	88%	56%	75%	76%	48%	64%	78%	61%	70%
3 rd Grade Math Sp	85%	77%		79%	52%	69%	66%	42%	70%
4 th Grade Reading	88%	57%	86%	70%	51%	75%	74%	63%	77%
4 th Grade Math	96%	53%	89%	76%	46%	65%	74%	58%	69%

STAAR Scores

Campus/District/State Comparison

May 2023

Percent at Meets

Grade/Subject	Campus			District			State		
	20-21	21-22	23-24	20-21	21-22	23-24	20-21	21-22	23-24
3rd Grade Reading	59%	31%	48%	39%	25%	45%	44%	38%	52%
3 rd Grade Reading Sp	31%	38%		45%	27%	28%	39%	24%	25%
3 rd Grade Math	53%	30%	49%	38%	15%	32%	48%	30%	42%
3 rd Grade Math Sp	69%	46%		42%	19%	31%	31%	14%	42%
4 th Grade Reading	58%	26%	56%	39%	23%	47%	43%	36%	54%
4 th Grade Math	70%	21%	60%	38%	18%	32%	46%	35%	42%

Student Achievement Strengths

* Frazier earned an A rating from TEA this year!

* Frazier earned all available distinctions from TEA!

* We had tremendous growth and are well on our way to meeting or exceeding pre-Covid achievement levels!

School Culture and Climate

School Culture and Climate Summary

School culture and climate are what makes Frazier so special. We frequently hear from subs and parents how friendly our school is, and that we have a great "feel" when you are on campus.

School Culture and Climate Strengths

- * Friendly, welcoming front office staff
- * Fun and welcoming arrival for our students - music and big hugs for students
- * Multiple greeting points for kids in the morning - so that kids are greeted and welcomed several times before class begins
- * We celebrate individual and team successes

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- * Low turnover of teaching staff in general education classes
- * Highly trained and skilled staff (certified and paraprofessional)
- * We "grow our own" -- several of our certified teachers started as paraprofessionals at our school

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have three staff members that are listed as classroom facilitators, as they are not yet fully certified to teach. **Root Cause:** The number of traditionally trained, certified teacher applicants were very limited this past year.

Problem Statement 2: We continue to have higher turnover in our special education teacher and paraprofessional positions. **Root Cause:** The program classes would benefit from additional staff members to lower the student:teacher ratios. The jobs require so much from the staff members, and burnout is high.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

- * Highly skilled academic coaches work closely with teachers to ensure fidelity in lesson planning and delivery
- * Lessons and instruction are very tailored to meet the unique needs and levels of all students
- * Intervention teacher supports kids in Tier 3 in K-4th
- * GT service provider supports kids in K-4th, as well as supporting teachers to plan extensions
- * Focused Tier 2 plan of support, which includes foundation reading groups in 2nd, 3rd, and 4th
- * Reading curriculum in K-2 includes a very heavy emphasis on STR components

Parent and Community Engagement

Parent and Community Engagement Summary

We have multiple opportunities for parents and the community to become involved with Frazier Elementary.

Parent and Community Engagement Strengths

- * We have an amazing parent coordinator, who is taking initiative to organize parent and family events.
- * We have already hosted a volunteer breakfast, and parents are now volunteering at the school.
- * We are starting a volunteer program aimed at fathers and male figures.
- * We have several businesses that support Frazier every year with donations of student supplies.
- * Frazier has a strong social media presence on Facebook.
- * Great parent attendance at our Parent Meetings/Open House.
- * Grandparents Week was a success!
- * Frazier Family Fright Night was the most successful one yet -- hundreds of attendees!

School Context and Organization

School Context and Organization Summary

Through a newly organized Frazier Dashboard portal, we are able to easily adjust and store all important information for staff members.

School Context and Organization Strengths

- * We have revised our cafeteria schedule to allow only one grade level at a time in the cafeteria. This has cut down on behavior issues at lunch time.
- * Arrival and dismissal are organized and safe.
- * Safety drills are scheduled for the year, and start of year drills have been successful.
- * Master schedule is effective in supporting the needs of the campus.

Technology

Technology Strengths

- * Campus tech support has been very helpful for teachers and staff
- * The 1:1 device program is great for kids!
- * Updated promethean boards in the classrooms!
- * Teachers are utilizing AWARE, Seesaw, and Google classroom to provide online experiences for kids.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will improve the percentage of students meeting or exceeding grade level expectations on mClass and STAAR assessments by 5%, and 70% of 1st-4th grade students will show individual growth on end of year MAP assessment (compared to beginning of year).

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Assessment data, data planning meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize a master schedule that provides grade levels a common planning period where teachers can plan, collaborate, and analyze data and learning trends. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement for kids at all levels. Staff Responsible for Monitoring: Campus administrators, academic coaches, teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide after-school and daytime tutoring to provide timely intervention and support for students. Strategy's Expected Result/Impact: Improved student learning. Staff Responsible for Monitoring: Campus administrators and instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Extended Day - Extended Day/Tutorial - \$3,300	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus instructional coaches will meet with school personnel in grade level PLTs to analyze student performance data, adjust instructional strategies, student grouping, and instructional materials as needed, in order to provide students with targeted instruction. Strategy's Expected Result/Impact: Students' individual needs will be met with focused Tier 1 and Tier 2 instruction, resulting in improved student learning. Staff Responsible for Monitoring: Administrators, instructional coaches, classroom teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 A - Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Title 1 A - Economically Disadvantaged - Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$13,776, Title 1A - Economically Disadvantaged - Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$92,291, BFU, Overtime, and Fixed - 199 - General Fund - \$36,408, At Risk - 199 - General Fund - \$2,205, Personnel, Materials - State Compensatory Funds - \$247,437, Personnel, materials - 211 - Title 1 A - Economically Disadvantaged Study - \$29,104.83	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, use of preassessments, accelerated learning, and learning extensions. Staff Responsible for Monitoring: Campus administrators, GT service provider Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: 199 G/T - 199 - General Fund - \$1,549	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Staff will implement research-based strategies that support English language learners in their acquisition of English. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS composite levels Staff Responsible for Monitoring: Campus administrators, LPAC committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: instructional materials - 199 - General Fund - Bil/ESL - \$1,068, instructional materials - 263 - Title III A - Bilingual Education, Language - \$789, instructional materials - 263 - Title III A - Bilingual Education, Language - \$237.07		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Students with special needs will receive support from staff members who are highly trained and skilled to meet their academic, social, and behavioral needs. Strategy's Expected Result/Impact: Mastery of IEP goals, increase in percentage of students approaching and meeting grade level expectations on district and state assessments. Staff Responsible for Monitoring: Campus administration, Special Education Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: instructional materials - 199 - General Fund - Special Ed - \$1,821		Formative		
		Jan	Apr	June
Strategy 4 Details		Formative Reviews		
Strategy 4: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Students' language needs will be met by appropriately certified teachers. Staff Responsible for Monitoring: Administrators, LPAC TEA Priorities: Build a foundation of reading and math		Formative		
		Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: In order to meet Federal guidelines for students being served in the Bilingual Program, we will partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Students' language needs will be met by the homeroom/language arts teacher. Staff Responsible for Monitoring: Administrators Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: We will strive to have 100% of all professional and paraprofessional personnel hired to be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate in the special education classrooms Staff Responsible for Monitoring: Campus administrators, district mentorship program, instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase our collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to support student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, Counselor Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$23,960, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,431	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.





District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

High Priority

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.





District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

High Priority

Evaluation Data Sources: PBIS reports, discipline reports, student and staff surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

State Compensatory

Budget for Frazier Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

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Personnel for Frazier Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cortez, Adriana	Teacher - Elementary School	1
Garza, Deidra	Teacher - Elementary School	1
Jones, Ashley	Teacher - Elementary School	1
Lewis, Luisa	Teacher - Elementary School	1
Martinez, Elsa	Teacher - Elementary School	1
Medrano, Dolores	Paraprofessional - Instructional	1
Oquin, Angela	Campus Coach - All Levels	1
Perez, Patricia	Teacher - Elementary School	1
Pitts, Kayla		1
Puente, Graciela	Campus Coach - All Levels	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Moreno	District Parent Coordinator		0.5
Dolores Medrano	Elementary Aides		1
Graciela Puente	Peer Facilitator (Campus Coach)		1

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Wendy Wiseburn	Principal
Paraprofessional	Paula Golden	Secretary
Administrator	Kristina Ponce	Assistant Principal
Classroom Teacher	Adriana Cortez	2nd Grade Bilingual Teacher
Classroom Teacher	Sara Rodriguez	3rd Grade Teacher
Non-classroom Professional	Angie Oquin	Math Coach
Non-classroom Professional	Gracie Puente	Language Arts coach
Non-classroom Professional	Christine Grazioli	Special Education Teacher
Non-classroom Professional	Emily Siscoe	campus GT Teacher
Classroom Teacher	India Kemp	Kindergarten Teacher
Non-classroom Professional	Jennifer Cantu	School Nurse
Parent	Maria Martinez	Parent
Community Representative	Daniel Williams	Police Officer in the Community

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	At Risk		\$2,205.00
1	1	3	BFU, Overtime, and Fixed		\$36,408.00
1	2	1	199 G/T		\$1,549.00
1	2	2	instructional materials	Bi/ESL	\$1,068.00
1	2	3	instructional materials	Special Ed	\$1,821.00
Sub-Total					\$43,051.00
Budgeted Fund Source Amount					\$43,051.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title 1A - Economically Disadvantaged - Instructional Coach		\$92,291.00
1	1	3	Title 1 A - Economically Disadvantaged - Instructional		\$13,776.00
1	1	3	Title 1 A - Plan4Learning		\$550.00
1	1	3	Personnel, materials		\$29,104.83
4	1	2		Title 1 Parent Coordinator	\$23,960.00
4	1	2		Title 1 Parent Component	\$2,431.00
Sub-Total					\$162,112.83
Budgeted Fund Source Amount					\$162,112.83
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	instructional materials		\$237.07
1	2	2	instructional materials		\$789.00
Sub-Total					\$1,026.07
Budgeted Fund Source Amount					\$1,026.07
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Personnel, Materials		\$247,437.00
Sub-Total					\$247,437.00
Budgeted Fund Source Amount					\$247,437.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extended Day		\$3,300.00
Sub-Total					\$3,300.00
Budgeted Fund Source Amount					\$3,300.00
+/- Difference					\$0.00
Grand Total Budgeted					\$456,926.90
Grand Total Spent					\$456,926.90
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Freeman Elementary
2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated





Mission Statement

To establish an environment that fosters academic, social, and emotional learning.

Vision

The members of the AB Freeman Elementary community will take ownership of the future. We will foster a collaborative environment that encourages risk taking, and the pursuit of life-long learning by focusing on the social, emotional, and academic goals of our students and families.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student Achievement Summary

Spring 2023 STAAR Scores

Campus/District/State Comparison

Percent of students at Approaches Grade Level (which TEA considers passing)

Grade/Content		Campus				District				State			
		20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd	Reading	57	74	79	+5	58	76	76	=	68	77	77	=
	Reading (Spanish)	57	54	61	+5	56	62	68	+6	52	56	77	+21
	Math	25	50	52	+2	48	64	68	=4	61	70	73	+3
	Math (Spanish)	57	73	70	-3	52	69	72	+3	42	70	73	+3
4th	Reading	45	76	52	-24	51	75	74	-1	63	77	78	+1
	Math	62	52	62	+10	46	65	69	+4	58	69	70	+1

Percent at Met Grade Level Expectations

Grade/Content		Campus				District				State			
		20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd	Reading	21	43	31	-12	25	45	46	+1	38	52	51	-1
	Reading (Spanish)	26	23	9	-14	27	28	34	+6	24	25	51	+26
	Math	6	15	21	+6	15	31	31	=	30	42	44	+2
	Math (Spanish)	22	31	22	-9	19	31	33	+2	14	42	44	+2
4th	Reading	22	43	24	-19	23	47	38	-9	36	54	47	-7
	Math	8	27	51	+24	18	32	41	+9	35	42	47	+5

Percent at Masters Grade Level

Grade/Content		Campus				District				State			
		20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd	Reading			3		10	24	15	-9	19	31	20	-11
	Reading (Spanish)			12		17	15	20	+5	15	14	20	+6
	Math	2	0	7	+7	5	12	11	-1	14	21	19	-2
	Math (Spanish)	9	12	40	-8	7	13	9	-4	5	21	19	-2
4th	Reading	1	16	5	-11	8	21	14	-7	18	29	21	-8
	Math	3	5	10	+5	8	15	14	-1	21	23	22	-1

Student Achievement Strengths

At the end of the 2022-2023 school year, reading levels at all grades had increased. In Kindergarten, 3rd & 4th grades, 80% of all students were reading on or above grade level. In 1st grade, the percentage of students reading on or above grade level increased by 25% over the 2022-2023 school year.

Students in grades Kindergarten, 1st and 2nd, received significant amounts of phonics instruction. Student mastery of phonics skills was tracked throughout the school year and significant improvement was demonstrated in all grade levels.

On the 4th grade STAAR Math test, Freeman students achieved the 7th highest percentage of students reaching Met Grade Level Standard in the district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 3rd and 4th grade students were not adequately prepared to successfully complete the 2023 STAAR assessment. Instruction did not address Extended Constructed Responses or the Short Constructed Responses to the depth necessary for students to excell. **Root Cause:** Teachers were unprepared to provide instruction at the appropriate level of rigor. The district provided instructional materials did not provide tools or resources necessary for successful instruction.

School Culture and Climate

School Culture and Climate Summary

With a staff of just 80 AB Freeman is a relatively small school. Working on a campus of this size allows staff members opportunities to get to know one another, if they so desire. Events and activities are planned by several, representational, committees. Each committee consists of 1 person from each campus team. The members of these committees are responsible for gather the opinions of their peers and making a decision that is best for our campus. The dispersed leadership model has created an environment where everyone feels heard, all voices are valued, and each stakeholder takes ownership of the campus.

Both anecdotal and survey data indicate that some members of the campus community do not see how all 'things' connect to the stated Mission and Vision of our campus.

School Culture and Climate Strengths

53 staff members completed the AB Freeman End of Year Survey during May of 2023. The data from this survey reveals that a majority of our staff members believe our Mission and Vision drive decisions and instructions. This survey also showed that a majority of our staff members feel supported by campus administration.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: All stakeholders do not see how some events and activities serve to support the Mission and Vision of our school. **Root Cause:** Assumptions are made by campus administrators that prove not to be true. Explicit connection on the events to the written Mission and Vision statements have not been a priority.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Experience Data:

Staff Experience Level	Number of Teachers
Beginning	5
1-5 years	13
6-10 years	5
11-20 years	13
21-30 years	2
Over 30 years	1

Staff Quality, Recruitment, and Retention Strengths

The staff at AB Freeman Elementary is ethnically diverse.

7% are African American

66% are Hispanic

23% are white

All new teachers are assigned a mentor that has a similar role at Freeman.

All teachers new to Freeman are assigned a "buddy" to help them navigate their first year on our campus.

Campus Instructional Coaches work closely with all teachers to support high levels of learning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher turn-over is a significant issue at Freeman Elementary. Most grade levels begin the year with at least 1 new teacher new to Freeman or new to the profession. **Root Cause:** Very few teachers live in the Freeman neighborhood or the neighborhoods surrounding our school. Most teachers drive past several elementary schools on the way to Freeman. When positions open at schools closer to home, many teachers jump at the opportunity.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At AB Freeman Elementary, each teacher aligns his/her classroom curriculum to the district timelines, which are aligned to the TEKS. Teachers have been creating Common Formative Assessments (CFAs) as a team and use that data to drive whole group and small group instruction. The CFAs are specifically designed to match the rigor of the TEKS and the model of the STAAR.

Instructional Priorities:

- * Follow district scope and sequence
- * Administer district assessments and CFAs in a timely manner
- * Use data from assessments to drive instruction, create small groups, plan for reteach, and measure mastery

Provide time and resources needed for successful team planning

Curriculum, Instruction, and Assessment Strengths

Data is readily available to teacher to make instructional decisions.

Teachers have a common planning period every day of the week.

An additional team time is provided on a weekly basis.

Each team is assigned a planning day, during which, each classroom teacher is provided a substitute, every nine-week grading period.

Planning and resource support is available from instructional coaches.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: District curriculum, in some cases, has not matched the rigor of the TEKS or how match how it will be assessed by the State. **Root Cause:** The State of Texas completed a testing overhaul in the last couple of years, we did not overhaul our instruction or assessment expectations.

Parent and Community Engagement

Parent and Community Engagement Summary

The 2022-2023 school year was the first year for our Parent Coordinator, Mireya Espinoza. During this school year, Ms. Espinoza strengthened connections with our families by hosting parenting meetings, recruiting volunteers, and connecting with the community on a regular basis.

Our goals for the coming year are:

- * Increasing purposeful opportunities for our parents to volunteer
- * Increasing parent access to curriculum tools and support

Parent and Community Engagement Strengths

Parent turn-out for student performances is very high.

Parent participation in our annual Trick or Treat Trail is very high.

Our parents will participate in activities in which the focus is having fun.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents will support non-academic activities (i.e. programs, carnivals, etc.). Parent participation in not as high for academic nights. **Root Cause:** Academics are viewed as something for the school to handle.

School Context and Organization

School Context and Organization Summary

Freeman is a place that relies on systems and routines in all parts of our school. School-wide systems and routines are reviewed and analyzed by our campus Fox Team (our PBIS Team). This team of staff members meets monthly to review discipline data, address safety concerns, and plan for positive social emotional learning campus-wide. The Fox Team is tasked with analyzing campus adoption of Safe and Civil Schools and Conscious Discipline. They have created checklists, facilitated classroom visits, and ensured that information is posted and available to everyone at Freeman Elementary.

School Context and Organization Strengths

CHAMPs or MAC implementation happens across the campus in all grade levels, classrooms, and areas.

Ilsa Garza, our counselor has won numerous awards from the Texas School Counselors Association for the Social and Emotional Learning that takes place on our campus.

Students that have been at Freeman Elementary for multiple years know and follow the campus expectations. This includes how to act in the halls, how to react when things are tough, and ways to handle stress.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Freeman has several new teachers and has a significant amount of new students. **Root Cause:** New members of the learning community don't not know the campus expectations.

Technology

Technology Summary

- Provide 1:1 devices for every student
- Embed technology into instruction to increase student usage and productivity
- Increase the use of digital resources to include e-books, e-readers, research, etc.
- Increase usage of educational software as an intervention and enrichment tool
- Continue MAP testing (online individualized testing) for 2nd, 3rd, & 4th grade (headphones/Chromebooks)
- 1:1 technology

Technology Strengths

- 1:1 devices for all students
- 21st Century technology classrooms and library
- Technology professional staff development sessions
- Staff Google Drive utilized for all staff members

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. **Root Cause:** School budgets are limited.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Goals

Goal 1: Curriculum & Instruction - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will improve the percentage of students performing at Meets Grade Level Expectations, on all STAAR tests, by 5% in all student groups for 3rd & 4th grade students. Groups impacted will be: Economically Disadvantaged, English Testers, Spanish Testers, Emergent Bilingual, Special Education, and All Students

District Objective:





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Using the District Instructional Calendar, all teachers will be provided with 1 full-day of planning per nine-week grading period. Strategy's Expected Result/Impact: Teachers will use the provided instructional day to identify Essential Standards, unpack the Essential Standards, create Common Formative Assessments that match the rigor of the Essential Standards, and plan for instruction. Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers, Campus Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Substitute Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$3,795, Instructional Resources - 211 - Title 1 A - Economically Disadvantaged Study - \$10,327, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers, teaching Language Arts and Reading (LAR) will use strategies learned at the Teach Big training. Strategy's Expected Result/Impact: Students in all grade levels will become more proficient writers. Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Campus Literacy Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$84,686	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will utilize the Planning Protocol to unpack all Essential Standards to ensure alignment of instruction with assessment. Strategy's Expected Result/Impact: Teacher proficiency will increase for each standard unpacked. Staff Responsible for Monitoring: Instructional Coaches, classroom teachers, campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Math Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$86,224	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Curriculum & Instruction - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual needs ensuring students are future ready.





Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse learners, while providing access to grade level content and stretch learning.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals and higher level of achievement on assessments Staff Responsible for Monitoring: Campus Administrators, classroom teachers, G/T Coordinator Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Differentiated Instructional Resources - Extended Day/Tutorial - \$3,600	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the bilingual continuum and One-Way Dual Language program with fidelity. Using a tiered instructional model with resources to accelerate English acquisition Strategy's Expected Result/Impact: Increased percentage of students moving up at least on proficiency level on TELPAS Language Domain levels Staff Responsible for Monitoring: Campus administrators, LPAC Committee Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$2,066	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that supports high levels of learning for all students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub-groups in order to close achievement gaps.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$27,984, Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$86,272, Differentiated Instructional Materials - State Compensatory Funds - \$311,402</p>	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: Curriculum & Instruction - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual needs ensuring students are future ready.

Performance Objective 3: As compared to the end of year levels from 23022-2023 school year, the number of kindergarten through 4th grade students reading on or above grade level will increase by 5% as measured by the 2023-2024 End of Year BAS.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: BAS Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will place a greater instructional emphasis on foundational reading skills such as alphabetic principle, phonemic awareness, phonics, decoding and fluency. Strategy's Expected Result/Impact: Student reading levels will increase Staff Responsible for Monitoring: Campus Literacy Coach, Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: When executing lessons, teachers regularly engage students in a variety of content-rich, complex, and meaningful tasks/texts, that will also encourage productive struggle, and discourse, and require evidence to support claims of their learning Strategy's Expected Result/Impact: Student comprehension levels will increase Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Interventionists, Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Materials & Resources - 199 - General Fund - \$36,942.78	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: College, Career & Military Ready (CCMR) - We will promote college, career, and military preparation and readiness through the use of systems and structures to meet the needs of each student.





Performance Objective 1: During the current school year, students will receive information about college and career pathways and participate in college and career activities.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Agendas of College Week Activities

Flyers for Career Day

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be encouraged to attend college by promoting college Week. Strategy's Expected Result/Impact: Increased awareness of college choices. Staff Responsible for Monitoring: Counselor, teachers, campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be provided with opportunities to explore various career options. Strategy's Expected Result/Impact: Increased awareness of career choices Staff Responsible for Monitoring: Counselor, campus administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: Human Resources - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: New personnel will be provided a mentor and staff development opportunities. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: Human Resources - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators and instructional coaches Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Family & Community Engagement - We will use culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: Compared to the previous years data, we will have an overall increase of parent attendance by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Title 1 sign-in sheets





Strategy 1 Details		Formative Reviews		
Strategy 1: To maintain engagement and promote student learning, Freeman will provide effective two-way communication methods for families. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Parent coordinator, teachers, campus administrators Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Communication tools - 211 - Title 1 A - Economically Disadvantaged Study - \$2,491, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,734		Formative		
		Jan	Apr	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social, and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Parent coordinator, campus administrators Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative		
		Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Volunteer opportunities will be promoted to parents and community members. Strategy's Expected Result/Impact: Increased number of parent and community volunteers Staff Responsible for Monitoring: Parent Coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 4: Family & Community Engagement - We will use culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Compared to 2023-2024 student attendance rates will increase by 2.5% by the end of the 2023-2024 school year.

Evaluation Data Sources: District Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The Parent Coordinator will work with families of students with high rates of absenteeism. Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: Parent Coordinator, Campus Attendance Clerk, Campus Attendance Administrator. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Attendance Clerk, Counselor, and Administrators will actively monitor the district's truancy board and conference with parents whose students are accumulating absences. Strategy's Expected Result/Impact: Parents will better understand the importance of school attendance. Staff Responsible for Monitoring: Attendance Clerk, Counselor, and Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Safe Schools & Social-Emotional Support - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS Reports, Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Decrease student discipline referrals by 5% through PBIS/SEL-focused programming; including, Safe and Civil Schools and Conscious Discipline. Strategy's Expected Result/Impact: Decreased student discipline referrals, increase in student achievement, students and staff possessing tools to self-regulate and resolve conflict peacefully Staff Responsible for Monitoring: Campus Administrators, Campus Fox Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The Freeman Counselor will provide weekly SEL lessons focused on Conscious discipline skills and training to all students in grades Kindergarten through 4th. Strategy's Expected Result/Impact: Students will learn the soft skills necessary to successfully resolve situations Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, School Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: Safe Schools & Social-Emotional Support - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: At the conclusion of the 2023-2024 schoolyear, Freeman Elementary will be 100% compliant with Special Education restraint and removal requirements.

Evaluation Data Sources: Training Certificates and PEIMS discipline data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP Strategy's Expected Result/Impact: Students with disabilities who are having disciplinary issues will receive in-time behavior interventions. Staff Responsible for Monitoring: Special Education Teachers, Diagnosticians, LSSP, & Administrators Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: The campus will be in compliance with Restraint Training and TBSI requirements. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Using the District Instructional Calendar, all teachers will be provided with 1 full-day of planning per nine-week grading period.

State Compensatory

Budget for Freeman Elementary

Total SCE Funds: \$311,402.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

State Compensatory Education money is spent on instructional materials to supplement student learning. Materials are used for reteach, or for extensions, by teachers, either during the instructional day or after school.

Personnel for Freeman Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bosques, Mayra	Teacher - Elementary School	1
Flores Espinoza, Ana	Teacher - Elementary School	1
Garcia, Hayley	Paraprofessional - Instructional	1
Gaytan, Alicia	Teacher - Elementary School	1
Hernandez, Diego	Teacher - Elementary School	1
Martinez, Francisco	Teacher - Elementary School	1
Milam, Lisa	Teacher - Elementary School	1
Pena, Jennifer	Campus Coach - All Levels	1
Vidal, Corinna	Teacher - Elementary School	1
Vidal, Sara	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Gaytan	Elementary Teacher		1
Hayley Garcia	Elementary Aides		1
Jennifer Pena	Peer Facilitator (Campus Coach)		1
Mayra Bosques	Dyslexia Teacher Elementary & Middle		1
Mireya Espinoza	District Parent Coordinator		0.5

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Michael Van Loenen	Principal
Administrator	Olivia Garza	Assistant Principal
Classroom Teacher	Maria Garza	PreK Teacher
Classroom Teacher	Lisa Milam	Kindergarten
Classroom Teacher	Martha Chapa	1st Grade
Classroom Teacher	Alicia Gaytan	2nd Grade
Classroom Teacher	Corinna Vidal	3rd Grade
Classroom Teacher	Nabil Fuentes	4th Grade
Classroom Teacher	Jonathan Washington	Music Teacher
Non-classroom Professional	Stacey Edwards	Speech Pathologist
Parent Coordinator	Mireya Espinoza	Parent Coordinator

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Instructional Materials & Resources		\$36,942.78
Sub-Total					\$36,942.78
Budgeted Fund Source Amount					\$36,941.00
+/- Difference					-\$1.78
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$10,327.00
1	1	1	Plan4Learning		\$550.00
1	1	1	Substitute Teachers		\$3,795.00
1	1	2	Campus Literacy Coach		\$84,686.00
1	1	3	Math Instructional Coach		\$86,224.00
1	2	3	Dyslexia/Intervention Teacher		\$86,272.00
1	2	3	Instructional Aides		\$27,984.00
4	1	1	Communication tools		\$2,491.00
4	1	1	Parent Coordinator		\$22,734.00
Sub-Total					\$325,063.00
Budgeted Fund Source Amount					\$325,064.78
+/- Difference					\$1.78
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$2,066.00
Sub-Total					\$2,066.00
Budgeted Fund Source Amount					\$2,066.00
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Differentiated Instructional Materials		\$311,402.00
Sub-Total					\$311,402.00
Budgeted Fund Source Amount					\$311,402.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Differentiated Instructional Resources		\$3,600.00
Sub-Total					\$3,600.00
Budgeted Fund Source Amount					\$3,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$679,073.78
Grand Total Spent					\$679,073.78
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Gardens Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

At Gardens Elementary, all children can learn and reach their maximum potential by promoting high expectations of academic excellence, cultural pride and respect for individual differences in a safe and nurturing environment.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Gardens Elementary

Gators will learn! Gators will lead! Gators will succeed!

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Gardens Elementary Needs Assessment Overview

May 2023 – District level meeting to review process for creating Gardens Elementary Campus Improvement Plan.

August 2023 – Gardens Elementary Administration team reviewed process, pulled data point sources and assigned teams to conduct Data Analysis using protocol for Campus Needs Assessment.

September 2023 – All teachers at Gardens Elementary were assigned to teams to participate in analysis. Teams reviewed data for each area on the Campus Needs Assessment. Teams identified areas of strength and challenges. They developed data-based problem statement and determined root causes. They created a data-based goal statement and identified strategies to address concerns.

November 2023– Campus Improvement Plan was submitted to the District for Review and Feedback.

Demographics

Demographics Summary

Priorities

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessments to determine student needs
- Provide tutoring and enrichment in a timely manner
- Identify, monitor and provide support for at-risk students
- Create a master schedule that allows common planning/tutoring/enrichment time

The charts below indicate the number and percentage of students in specific demographic groups. Currently, our campus has 417 students. Gardens has 3 units for special education (ABLE).

Current Enrollment Summary By Gender		
Gender	Students	Percentage
Male	207	49.64%
Female	210	50.36%
Current Enrollment Summary By Ethnicity		
Ethnicity	Students	Percentage
Hispanic/Latino	376	90.17%
White	16	3.84%
Black or African American	23	5.52%
Native Hawaiian or Other Pacific Islander	1	0.24%
American Indian or Alaska Native	1	0.24%

Additional Demographic Information

	Gardens Elementary	
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										Gardens Elementary																			
Code	Grd	Ethnicity Code								Sex		Special Program																Total	
		A	B	H	I	P	T	W	NA	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	CTE	CT2/3		
All Stdnts	K	0	4	63	0	0	0	7	0	40	34	0	6	31	0	0	0	0	0	0	31	74	72	51	0	0	0	74	
	1	0	7	110	0	0	1	1	0	57	62	6	17	46	0	0	0	0	0	0	42	119	116	77	2	0	0	119	
	2	0	7	99	0	0	0	5	0	50	61	4	17	51	0	0	1	0	0	1	48	111	106	80	9	0	0	111	
	3	0	4	117	0	0	0	4	0	54	71	13	11	67	0	0	2	1	0	0	64	125	116	87	11	0	0	125	
	4	1	10	119	0	0	0	4	0	70	64	15	25	68	2	1	0	0	0	1	63	134	130	86	12	0	0	134	
	Total	1	32	508	0	0	1	21	0	271	292	38	76	263	2	1	3	1	0	2	248	563	540	381	34	0	0	563	
	%	0.2%	5.7%	90.2%	0.0%	0.0%	0.2%	3.7%	0.0%	48.1%	51.9%	6.7%	13.5%	46.7%	0.4%	0.2%	0.5%	0.2%	0.0%	0.4%	44.0%	100.0%	95.9%	67.7%	6.0%	0.0%	0.0%	100.0%	

Demographics Strengths

- Identification and monitoring of ELL's, Migrant, Homeless, Special Education/Dyslexia, At-Risk, MTSS/IAT, and 504 students.
- Homeless, Migrant, and Sped Case Managers
- 504, Dyslexia Intervention Teacher, MTSS/IAT, LPAC, and At-Risk Coordinator
- Strong Parent Coordinator and Monthly Parent Meetings
- 504 Committee, and IAT Committee monitoring and support.
- Campus Coaches, Title 1 Paraprofessionals, and Counselor/Parent Coordinator
- ACE - After School Program
- Working on identifying more GT students
- Understanding Student Expectations and Outcomes
- Tightening up TIER 1 instruction in the classroom to help immediately target struggling students
- Implementation of Tier 2 and Tier 3 instructional supports

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on 3rd and 4th grade STAAR data for the 2022-2023 schoolyear, 3rd grade had more students in the high approaches category than the low approaches area. These students missed moving to the next achievement level by a few questions. **Root Cause:** Some students have academic gaps due to limited educational opportunities.

Student Achievement

Student Achievement Summary

STAAR Scores - Approaches

Campus/District/State Comparison

May 2023

Percent at Approaches													
	Grade/Subject	Campus				District				State			
		18-19	20-21	21-22	(+/-)	18-19	20-21	21-22	(+/-)	18-19	20-21	21-22	(+/-)
Reading	3rd Grade	74	44	78	(+34)	77	58	76	(+18)	76	68	75	(+7)
	3rd Grade Sp	80	59	75	(+16)	80	56	62	(+6)	69	52	56	(+4)
Math	3rd Grade	83	34	59	(+25)	76	48	64	(+16)	78	61	70	(+9)
	3rd Grade Sp	77	43	69	(+26)	79	52	69	(+17)	66	42	70	(+28)
Reading	4th Grade	76	48	75	(+27)	73	51	75	(+24)	74	63	76	(+13)
Math	4th Grade	66	50	61	(+11)	76	46	65	(+19)	74	58	68	(+10)
Writing	4th Grade	58	41			64	45			65	53		

STAAR Scores

Campus/District/State Comparison

September 2023

Percent at Meets

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21 +/-	21-22	22-23		20-21	21-22	22-23	+/-
3 rd Grade Reading	18%	46%	38%	-8	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading Spanish	24%	34%	44%	+10	27%	28%	34%	+6	24%	25%	51%	+26
3 rd Grade Math	8%	22%	21%	-1	15%	31%	33%	=	30%	42%	44%	+2
3 rd Grade Math Spanish	14%	34%	23%	-9	19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	18%	49%	25%	-24%	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	19%	24%	38%	+14	18%	32%	41%	+9	35%	42%	47%	+5

Priorities

- Vertical Alignment of math problem solving model
- Fact fluency roll out in all grade levels
- ELAR focus - Connected lessons for reading and writing
- Vertically align and explicitly teach phonics instruction
- Implement common assessments and monitor student progress
- Provide tutoring and enrichment in a timely manner
- Focus on rigor of the standard, use of academic language and common checks for understanding

STAAR Scores

Campus/District/State Comparison

Spring 2023

Percent at Masters

Grade/Subject	Campus			District			State		
	21-22	22-23	+/-	21-22	22-23	+/-	21-22	22-23	+/-
3 rd Grade Reading	22%	12%	-10	24%	15%	-9	31%	20%	-11
3 rd Grade Reading Spanish	22%	19%	-3	15%	20%	+5	14%	20%	+6
3 rd Grade Math	3%	2%	-1	12%	11%	-1	21%	19%	-2

Grade/Subject	Campus			District			State		
	21-22	22-23	+/-	21-22	22-23	+/-	21-22	22-23	+/-
3 rd Grade Math Spanish	13%	4%	-11	13%	9%	-4	21%	19%	-2
4 th Grade Reading	21%	4%	-16	21%	14%	-7	29%	21%	-8
4 th Grade Math	12%	23%	+11	15%	14%	-1	23%	22%	-1

TELPAS COMPOSITE PERFORMANCE INDICATORS

22-23	Beginner			Intermediate			Advanced			Advanced High		
	Gardens	District	State	Gardens	District	State	Gardens	District	State	Gardens	District	State
Kinder	53%	76%	48%	37%	79%	31%	10%	3%	13%	0	1%	7%
1 st Grade	30%	53%	28%	70%	33%	36%	0	8%	21%	0	3%	14%
2 nd Grade	23%	20%	17%	58%	55%	55%	19%	23%	25%	0	2%	3%
3 rd Grade	3%	10%	10%	58%	42%	40%	33%	39%	38%	6%	8%	12%
4 th Grade	3%	8%	11%	24%	36%	36%	59%	44%	39%	15%	12%	14%

Gardens Elementary

mClass Data 2023-2024 School Year

Grade Level	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Kinder	16	8	4	6
Kinder - Spanish	0	5	16	7
1 st Grade	20	8	14	8
1 st Grade - Spanish	7	3	8	5
2 nd Grade	21	9	12	2
2 nd Grade - Spanish	4	1	10	3

Student Achievement Strengths

- Maintaining high expectations and achievement
- Follow state standards for Phonics instruction in all grade levels
- Teachers are utilizing Skills based lessons and assessments to accurately find next skill for learning
- Campus Coaches - Math, Reading/Language Arts/Personalized Learning
- Intervention Process focus - Essential Standards
- Curriculum Nights and Monthly STEAM Family Activities
- District Curriculum, Timeline, Resources and Assessments
- Common Planning Time
- Small Group Instruction for Language Arts and Math
- Waterford/Amplify/Dreambox
- Grade level essential standards used for Tutoring/Gator Time
- Focus on building relationships (SEL)
- Heggerty Intervention Program
- UFLI Resources for Reading
- Common Planning Periods
- Grade Level Team Meeting for Data Disaggregation

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Reading at Gardens Elementary is not showing adequate progress on the state assessment. STAAR data demonstrates that 38 % of 3rd grade students meet standard which is a drop of 8% from the previous school year, and 25% of 4th grade students meet standard which is a drop of 24% from the previous school year. **Root Cause:** High absence rates and high mobility rates. Students arrive with academic deficits.

Problem Statement 2 (Prioritized): TELPAS data across all grade levels demonstrates limited growth to less than one proficiency level per year. **Root Cause:** Limited instructional opportunities for language acquisition and growth.

School Culture and Climate

School Culture and Climate Summary

Social emotional learning is a pillar for Gardens Elementary. Our primary goal for all members of our community is safety; personal safety and emotional safety. We use PBIS strategies and follow Safe and Civil initiatives to ensure we support all members of our community. We continue to grow our positive school culture with our Family Meetings, celebrations and social/academic events for students, teachers and parents.

Priorities

- Continued implementation of Safe and Civil, Conscious Discipline strategies and Restorative Practices
- District Specialist provide refresher for Executive Brain Functions
- Continue of a Unity Team led by my campus counselor
- Conduct staff, parent and student surveys
- Increase positive school image through posts, community outreach events
- Increased student and staff celebrations

School Culture and Climate Strengths

- Student and Staff Recognition: Student of the Month, Employee of the Month, Mathematician of the Month
- Student/Employee Safety - Drills
- Atmosphere and Environment
- Diverse Culture
- Incentives for promoting positive behaviors around the campus
- Morning Announcements
- Staff and Student Service Projects (Food Drives, McDonald's Invitational Tournament)
- Safe and Civil Schools
- Spirit and Special Days (Texans, Rodeo, The House System, Gator Bucks)
- Courtesy Committee
- Clean and well maintained school building and grounds
- Nine weeks celebrations
- End of the Year Celebrations
- Chloe's Tales
- Students come first
- Behavior Interventionist
- Respectful staff
- Month Family Meetings
- Monthly Parent and student luncheon
- Music Programs
- Firefighter Visits
- Food Drive
- 9 week celebration for Reading Challenge

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School safety is a priority for all stakeholders. **Root Cause:** Increase in school violence and stress.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities

- Continue to survey and share results with stakeholders
- Provide support through mentoring - Campus meetings
- Review and edit website to ensure easy access to hiring information
- Possibly provide job shadowing opportunities
- Provide training for paraprofessionals and support personnel to enhance their ability to work with students

Staff Quality, Recruitment, and Retention Strengths

- New teacher meetings - Gator Gather
- Mentoring program- RISE
- Staff empowerment and decision making opportunities
- Building capacity with teachers and paras- Models for campus and district
- Staff spotlights at faculty meetings
- Common planning time
- Focus Trainings - Math, Language Arts, Science and Social Studies, ELD
- PLCs, GLT
- Additional planning periods for Core Subject areas and ELD
- Instructional support, coaching and planning from campus coaches
- Instructional support, coaching and planning form District Specialists
- Gardens Spa Day

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teaching positions filled with uncertified teachers. **Root Cause:** Limited number of applicants with certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities:

- Follow district scope and sequence school-wide
- Personalized Learning
- Planning and implementation of phonics instruction system wide on campus
- Administer MAP assessment (2nd - 4th) and district assessments and use data from assessments to drive instruction
- Administer mCLASS (K-2), analyze data and provide specific targeted instruction based on individual student needs
- Use common assessment to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize Campus Coaches as instructional coaches to support teachers with classroom management and instructional strategies
- Make and take trainings with paraprofessionals
- Provide time and resources for team planning
- Standards-based grading and report cards
- Cluster GT students to meet their needs with specialized instruction
- Plan utilizing a backwards design pulling information from lead4ward, TEA STAAR blueprints, released tests and the district's scope and sequence
- PIE/Gator Time focus is on Grade Level Essential Standards
- Co-teach opportunities with Science Lab teacher with a focus on observations and journal

Curriculum, Instruction, and Assessment Strengths

- District curriculum, time-lines, assessments, and resources
- Focused vertical alignment on essential standards
- Team collaboration and planning implemented in the master schedule
- District trainings and professional development
- District specialist providing continual support and data from walk-throughs
- Highly qualified staff
- Administer and analyze campus, district, and state assessments, with fidelity, to monitor student progress and drive instruction
- Use common assessments to monitor student progress, drive instruction, and establish planned intervention and enrichment opportunities for all students.
- Clustered GT classes
- Grade Level Team meetings
- Gator Time
- Implementation of PLCs
- Science Lab Co teach model
- MAP assessments BOY, MOY and EOY for 2nd - 4th grade
- mCLASS assessments BOY and EOY for K through 2nd grade

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Reading at Gardens Elementary is not showing adequate progress on the state assessment. STAAR data demonstrates that 38 % of 3rd grade students meet standard which is a drop of 8% from the previous school year, and 25% of 4th grade students meet standard which is a drop of 24% from the previous school year. **Root Cause:** High absence rates and high mobility rates. Students arrive with academic deficits.

Problem Statement 2 (Prioritized): Based on 3rd and 4th grade STAAR data for the 2022-2023 school year, 3rd grade had more students in the high approaches category than the low approaches area. These students missed moving to the next achievement level by a few questions. **Root Cause:** Some students have academic gaps due to limited educational opportunities.

Problem Statement 3 (Prioritized): TELPAS data across all grade levels demonstrates limited growth to less than one proficiency level per year. **Root Cause:** Limited instructional opportunities for language acquisition and growth.

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities

- Provide quality professional staff development on positive, culturally responsive student and parent engagement, Safe and Civil Schools, CHAMPS, Conscious Discipline, and on developing and sustaining successful partnerships with parents, and the community.
- Establish a Family Information Resource Center/Family Media Center to engage parents and families by providing resources, educational opportunities that promote personal growth, family growth, and development in support of their child's educational process.
- Implement Safe and Civil Schools, CHAMPS, and Conscious Discipline strategies with fidelity and consistency.
- Conduct student, parent, and staff surveys
- Establish, promote, expand, and sustain vital partnerships with parents, families, business partners, and the community by providing a variety of parental and community engagement opportunities.
- Provide a positive school image and/or recognize students, parents, faculty and staff, and community partnerships through the media, website, daily announcements, calendar and/or in person, in which meaningful public relationships are nurtured and sustained benefiting both students, parents, the school, and community.
- Create a positive safe and inviting learning environment that is conducive to learning, where all students, parents, faculty and staff, and community members feel welcome.
- Create a welcoming environment for families.
- Provide student, parent, and community leadership opportunities
- Provide necessary resources to expand Student, Family, and Community Activities and/or Programs

Parent and Community Engagement Strengths

- Parents feel welcomed by school personnel
- Parents are kept informed about their child's academic and/or behavioral performance
- Students feel safe at school
- Videos from campus principal
- Conscious Discipline Classes
- A variety of academic and enrichment classes/activities
- Raising Highly Capable Kids
- Music Programs
- Many other programs provided for the parents that focus on bullying, nutrition, testing, etc.
- Art Exhibits
- Parent Picnics for Perfect Attendance
- Various Family Nights and Events
- Parent Coordinator - Events to support parents

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Limited parental involvement at school events and classroom activities at Gardens. **Root Cause:** Limited parental face to face engagement has reduced participation in a variety of activities.

School Context and Organization

School Context and Organization Summary

Priorities

- Provide quality professional staff development on positive, culturally responsive student and parent engagement, Safe and Civil Schools, CHAMPS, and Conscious Discipline, on developing and sustaining successful partnerships with parents, and the community, and bullying awareness.
- Implement Safe and Civil Schools, CHAMPS, and Conscious Discipline strategies with fidelity and consistency.
- Conduct student, parent, and staff surveys
- Create a positive safe and inviting learning environment that is conducive to learning, where all students, parents, faculty and staff, and community members feel welcome.
- Implement a focused and purposeful planned intervention and enrichment for all grade levels to best meet the needs of all students.
- Utilization of visuals to help reinforce campus procedures
- Ensure Safety Measures are implemented; safety audits, internal door checks and external door checks
- Conduct safety drills (shelter in place, tornado, lock down, fire, etc.) throughout the school year

School Context and Organization Strengths

- Professional staff development on positive, culturally responsive student and parent engagement, Safe and Civil Schools, CHAMPS, and Conscious Discipline, on developing and sustaining successful partnerships with parents, and the community, and bullying awareness.
- Refresher course for Safe and Civil School with district specialist
- Conduct student, parent, and staff surveys
- Create a positive safe and inviting learning environment that is conducive to learning, where all students, parents, faculty and staff, and community members feel welcome.
- Implement a focused and purposeful planned intervention and enrichment for all grade levels to best meet the needs of all students.
- Student Leadership and Community Stewardship Opportunities
- Door bells and locks at interior doors at main entrance door
- Door bells installed at library, gym, art room and music room
- MERT Team
- Threat Assessment Team
- Emphasis on Health and Fitness
- All visitors must go to the office prior to entering the building
- Breakfast in cafeteria to increase student supervision
- Weekly Safety Audits

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: School must be secured and safe at all times. **Root Cause:** Increase in school violence.

Technology

Technology Summary

Priorities

- Provide quality professional staff development so all students, faculty, staff, and administrators have the necessary skills to effectively integrate and utilize technology devices and applications.
- All learning environments will be equipped with technology appropriate to the grade level and subjects.
- All students and staff will have ready access to effective and efficient support of technology devices and applications.
- Embed technology as an instructional tool to facilitate the delivery of rigorous real world learning.
- Integrate technology into instruction to meet state standards in technology instruction, create student integrated project, and improve student proficiency in software.
- Consistently use of technology and instructional software for instructional support, intervention, and enrichment.

Technology Strengths

- All students and staff will have ready access to effective and efficient support of technology devices and applications.
- Interactive projectors in every classroom
- Technology Liaison
- Dreambox/Boost or Lectura Boost/Waterford
- All 4th graders participate in our Personalized Learning program
- All students have a device and access to wifi
- 4th grade students create daily morning announcements
- Computer Technician on campus half day

Problem Statements Identifying Technology Needs

Problem Statement 1: Campus hardware and software does not always work in the classroom. **Root Cause:** School budgets are limited.

Priority Problem Statements

Problem Statement 1: Reading at Gardens Elementary is not showing adequate progress on the state assessment. STAAR data demonstrates that 38 % of 3rd grade students meet standard which a drop of 8% from the previous school year, and 25% of 4th grade students meet standard which is a drop of 24% from the previous school year.

Root Cause 1: High absence rates and high mobility rates. Students arrive with academic deficits.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: TELPAS data across all grade levels demonstrates limited growth to less than one proficiency level per year.

Root Cause 2: Limited instructional opportunities for language acquisition and growth.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: Based on 3rd and 4th grade STAAR data for the 2022-2023 schoolyear, 3rd grade had more students in the high approaches category than the low approaches area. These students missed moving to the next achievement level by a few questions.

Root Cause 3: Some students have academic gaps due to limited educational opportunities.

Problem Statement 3 Areas: Demographics - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Gardens Elementary will increase the percent of all students approaching and meeting grade level expectations on STAAR, mCLASS by 15 % by the end of the school year.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators, teachers and coaches Funding Sources: ! - 199 - General Fund - BFU, Overtime, Fixed - \$36,104, ! - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$169,518.53, ! - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, ! - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,148.60	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Funding Sources: At Risk - 199 - General Fund - Bil/ESL - \$2,428	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS and Guidance Center and /or DAEP. Strategy's Expected Result/Impact: Students will demonstrate greater learning because they will be in a setting conducive to learning. Staff Responsible for Monitoring: Teachers, Case Managers and Admin. Team	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TSBI) requirements. Strategy's Expected Result/Impact: Limited number of restraints. Staff Responsible for Monitoring: Admin. Team, Teachers and Case managers	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through customization and differentiation in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.





Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Funding Sources: ! - 199 - General Fund - G/T - \$1,535	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Funding Sources: ! - 199 - General Fund - At Risk - \$2,576, ! - 263 - Title III A - Bilingual Education, Language - Supplemental - \$2,329.45	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Funding Sources: ! - 199 - General Fund - Special Ed. - \$1,937, Instructional Paraprofessional! - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$61,703.42, ! - Extended Day/Tutorial - Extended Day - \$4,000, Salary Title 1 DAIT with benefits! - 211 - Title 1 A - Economically Disadvantaged Study - DAIT with benefits - \$90,525.61, Compensatory Ed Funds - State Compensatory Funds - \$313,573	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS and Guidance Center and /or DAEP. Strategy's Expected Result/Impact: Decreased number of removals for student with disabilities. Staff Responsible for Monitoring: Campus Administrators, Teachers and Campus Based Evaluators	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Increased learning for Emergent Bilingual students Staff Responsible for Monitoring: Campus Administrators, Campus Coaches and Teachers	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement ACE afterschool program providing academic enrichment and other activities designed to reinforce and complement the regular academic program to help meet state academic standards. Strategy's Expected Result/Impact: Increased reading and math scores on STAAR, mClass and Reading levels Staff Responsible for Monitoring: Campus Administrator, Teachers, ACE Coordinator and Campus Coaches TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 3: The percent of students making one year of growth on TELPAS will increase by 25 % by the end of the school year

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

High Priority

Evaluation Data Sources: TELPAS, Ellevations, Writing Samples, Teacher Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development and planning to ensure language acquisition strategies and learning opportunities are made available for students. Strategy's Expected Result/Impact: Student language proficiency levels will increase throughout the year. Staff Responsible for Monitoring: Classroom teachers, coaches and admin. team	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will have the skills to support students with language acquisition strategies. Teachers will be provided with ELD planning time to discuss learning objectives. Strategy's Expected Result/Impact: A greater percent of students will grow one or more language proficiency levels each school year. Staff Responsible for Monitoring: Coaches, Admin Team. Grade level team leads	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Decrease the number of exceptions Staff Responsible for Monitoring: Campus Administrator	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and have teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: We will all teachers appropriately certified to teach students they serve. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 20% by the end of the school year.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$23,235.60, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,849.75, Title 1 Office Clerks with benefits - 211 - Title 1 A - Economically Disadvantaged Study - Office Clerks - \$29,158.32	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Gardens Elementary

Total SCE Funds: \$318,622.00

Total FTEs Funded by SCE: 18

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional materials and supplies

Personnel for Gardens Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cabrera, Cynthia	Teacher - Elementary School	1
Castrellon, Araceli	Teacher - Elementary School	1
Garcia, Argelia	Campus Coach - All Levels	1
Guerrero, Aracely	Paraprofessional - Clerical (CO2	1
Haines, Shelby	Teacher - Elementary School	1
Hernandez, Laura	Paraprofessional - Instructional	1
Kempf, Sharon	Teacher - Elementary School	1
Lamb, Joy	Coordinator - ACE	1
Lopez, Allison	Teacher - Elementary School	1
Madrigal, Diana	Teacher - Elementary School	1
Pantoja, Joshua	Teacher - Elementary School	1
Pena, Tricia	Teacher - Elementary School	1
Perez, Natalie	Teacher - Elementary School	1
Ramirez, Alexis	Campus Coach - All Levels	1
Santos, Ana	Teacher - Elementary School	1
Trejo, Jacquelyne	Paraprofessional - Instructional	1
Valdez, Elizabeth	Campus Coach - All Levels	1
Zavala, Stephanie	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aracely Guerrero	Clerical Aides - Elementary School		1
Argelia Garcia	Peer Facilitator (Campus Coach)		1
Elizabeth Valdez	Peer Facilitator (Campus Coach)		1
Jacquelyne Trejo	Elementary Aides		1
Laura Hernandez	Elementary Aides		1
Rocio Rodriguez	District Parent Coordinator		0.5
Sharon Kempf	Dyslexia Teacher Elementary & Middle		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	!	BFU, Overtime, Fixed	\$36,104.00
1	1	2	At Risk	Bi/ESL	\$2,428.00
1	2	1	!	G/T	\$1,535.00
1	2	2	!	At Risk	\$2,576.00
1	2	3	!	Special Ed.	\$1,937.00
Sub-Total					\$44,580.00
Budgeted Fund Source Amount					\$44,580.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	!	Title 1 Instructional Materials	\$16,148.60
1	1	1	!	Plan4Learning	\$550.00
1	1	1	!	Instructional Coach	\$169,518.53
1	2	3	Salary Title 1 DAIT with benefits!	DAIT with benefits	\$90,525.61
1	2	3	Instructional Paraprofessional!	Title 1 Instructional Para	\$61,703.42
4	1	2	Title 1 Office Clerks with benefits	Office Clerks	\$29,158.32
4	1	2		Title 1 Parent Coordinator	\$23,235.60
4	1	2		Title 1 Parent Component	\$2,849.75
Sub-Total					\$393,689.83
Budgeted Fund Source Amount					\$393,689.83
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	!	Supplemental	\$2,329.45
Sub-Total					\$2,329.45
Budgeted Fund Source Amount					\$2,329.45

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Compensatory Ed Funds		\$313,573.00
Sub-Total					\$313,573.00
Budgeted Fund Source Amount					\$313,573.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	!	Extended Day	\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$758,172.28
Grand Total Spent					\$758,172.28
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

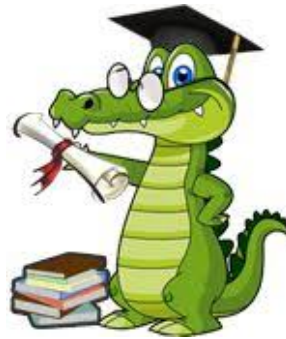
MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsga?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Garfield Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD and Garfield Elementary provide unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD and Garfield Elementary empower students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Data utilized: 22-23 MOCK STAAR, Spring 22 and Spring 23 STAAR Preliminary Results, Literacy Data (reading inventory)

A team of teachers, paras, and campus leaders worked together to analyze data for celebrations, challenges, to create a problem statement, determine root causes for the problem, to create a goal statement, and brainstorm some possible strategies to help meet our goal. The results of that work is further detailed below.

The charts below show comparison charts over the last 3 years with the campus, district, and state.

STAAR Scores -Campus/District/State Comparison (Percent at Approaching)

Grade/ Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	61%	62%	54%	-8	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Sp	56%	52%	66%	+14	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	40%	39%	52%	+13	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Sp	54	78%	69%	-9	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	58%	80%	79%	-1	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	42%	67%	63%	-4	46%	65%	69%	+4	58%	69%	70%	+1

STAAR Scores - Campus/District/State Comparison (Percent at Meets)

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	21%	33%	31%	-2	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading Sp	24%	25%	23%	-2	27%	28%	34%	+6	24%	25%	51%	+2

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3 rd Grade Math	6%	10%	23%	+13	15%	31%	31%	=	30%	42%	44%	+2
3 rd Grade Math Sp	20%	28%	21%	-7	19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	37%	59%	44%	-15	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	15%	26%	31%	+5	18%	32%	41%	+9	35%	42%	47%	+5

STAAR Scores -Campus/District/State Comparison -Percent at Masters

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3 rd Grade Reading	9%	18%	19%	+1	10%	24%	15%	-9	19%	31%	20%	-11
3 rd Grade Reading Sp	16%	11%	11%	=	17%	15%	20%	+5	15%	14%	20%	+6
3 rd Grade Math	0%	0%	7%	+7	5%	12%	11%	-1	14%	21%	19%	-2
3 rd Grade Math Sp	6%	12%	5%	-7	7%	13%	9%	-4	5%	21%	19%	-2
4 th Grade Reading	14%	29%	20%	-9	8%	21%	14%	-7	18%	29%	21%	-8
4 th Grade Math	42%	67%	63%	-4	8%	15%	14%	-1	21%	23%	22%	-1

Student Achievement Strengths

STAAR:

- Spanish MOCK results from 3rd and 4th grade score well (55% and 69% meeting standard)
- Students who mastered in English STAAR show growth from 2022 - 2023
- Students in both grade levels mastered 2.6A (Shapes on Math STAAR)

Literacy Data (Reading Levels):

- More students in bilingual classrooms are on or above reading level
- 60% of students in Kinder English are on or above reading level
- Phonemic awareness in 1st grade shows that 76% are on or above level
- Kinder SPED students are perform at a comparable rate as students in general education

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR Data across all content areas shows a 32% achievement gap from 2022 to 2023 for students who did not meet/approaches. **Root Cause:** No Control: new test format, multiple TEKS accessed, student population and their background knowledge, attendance Some Control: Training for teachers, vertical alignment, STAAR resources for new items, Appropriate preparation for students (exposure to new item types)

Problem Statement 2 (Prioritized): Reading level inventory data indicates that 55% of students in 1st grade are reading below grade level expectations in English. **Root Cause:** No Control: parental involvement Some Control: Instructional delivery, behavior disrupting instruction, student instructional needs not being met (differentiation), planning for rigorous instruction

School Culture and Climate

School Culture and Climate Summary

We feel that discipline data falls under the school culture and climate umbrella. A team of teachers, paraprofessionals, and campus administrators analyzed discipline data from the previous two school years. While analyzing, we determined celebrations, challenges, a problem statement, root causes for the problems faced, created a goal, and discussed possible strategies to help meet our goal.

School Culture and Climate Strengths

Strengths with the discipline data are as follows:

- The overall number of referrals was down from 21-22 to the 22-23 school year
- The female student population is doing well
- Teachers are able to handle most behaviors within the classroom

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Our male student population accounted for 95% of office referrals over the past two years. **Root Cause:** No Control: lack of role models at home, trauma, societal expectations Some Control: Boys struggle to regulate emotions, need a mentor

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A team of teachers, paraprofessionals, and campus administrators analyzed the structure of Gator Time as we consider this method of providing Tier 2 instructional supports. While analyzing, we determined celebrations, challenges, a problem statement, root causes for the problems faced, created a goal, and discussed possible strategies to help meet our goal. This particular structure does not have concrete data or numbers to analyze. The team just had to look at the structures in general and discuss what works, what doesn't, what mind need a change.

Curriculum, Instruction, and Assessment Strengths

While analyzing Gator Time structures, the following strengths emerged:

- Structured schedules
- Small group instruction taking place
- Set lesson plans
- Instructional coaches help paras prep for Gator Time
- A variety of data is used to identify students in need of support
- All grade levels have access to this support

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Paras are often pulled to cover classes, interfering with Gator Time Pull-outs and interrupting interventions. **Root Cause:** No Control: substitute shortage, staff absences, teacher burn out Some Control: action plan that may avoid the need to pull a para (split classes if only one teacher out)

Parent and Community Engagement

Parent and Community Engagement Summary

A team of teachers, paraprofessionals, and campus administrators analyzed the data from the parent survey. While analyzing, we determined celebrations, challenges, a problem statement, root causes for the problems faced, created a goal, and discussed possible strategies to help meet our goal.

Parent and Community Engagement Strengths

Some strengths that emerged from the parent survey are:

- Parents indicated that they feel welcome at Garfield
- Most parents indicated that they are invited to attend school activities
- Parents indicated that they feel the teachers/staff of Garfield Elementary care about their child

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent survey data indicates that 31% of parents do not feel invited and/or able to participate in school functions. **Root Cause:** No Control: parent schedules, family dynamics, no shows Some Control: methods of communication, frequency of communication, building connections

School Context and Organization

School Context and Organization Summary

A team of teachers, paraprofessionals, and campus administrators analyzed attendance data. While analyzing, we determined celebrations, challenges, a problem statement, root causes for the problems faced, created a goal, and discussed possible strategies to help meet our goal. We thought that attendance data is important when considering school context and our organization's success.

School Context and Organization Strengths

Attendance data indicates the following strengths:

- Overall consistency from Dec - May
- Overall average was 94% in attendance
- Spring semester stays consistent

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Attendance from 22 - 23 (94% for the year) indicates an overall 3.5% deficit compared to the ADA target of 97.5%. **Root Cause:** No Control: parent motivation, no control over state target goal Some Control: more student driven incentives, consequences (per# of days), parent communication, parent awareness of the impact of absences

Priority Problem Statements

Problem Statement 1: Our male student population accounted for 95% of office referrals over the past two years.

Root Cause 1: No Control: lack of role models at home, trauma, societal expectations Some Control: Boys struggle to regulate emotions, need a mentor

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: Reading level inventory data indicates that 55% of students in 1st grade are reading below grade level expectations in English.

Root Cause 2: No Control: parental involvement Some Control: Instructional delivery, behavior disrupting instruction, student instructional needs not being met (differentiation), planning for rigorous instruction

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Paras are often pulled to cover classes, interfering with Gator Time Pull-outs and interrupting interventions.

Root Cause 3: No Control: substitute shortage, staff absences, teacher burn out Some Control: action plan that may avoid the need to pull a para (split classes if only one teacher out)

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement the district phonics lessons in grades PK-2 to ensure that our students have a strong foundation of phonemic awareness. This strong foundation will prepare them to meet their reading goals and grow throughout the school year.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$19,151.04, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$550, BFU - Fixed - 199 - General Fund - 199 - \$1,752, BFU - 199 - General Fund - 199 - \$38,332, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$157,859.95	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Heggerty Materials and Training - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, including nine weeks planning time, utilizing substitute teachers Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Substitute Teachers for Planning - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000, Substitutes for training and planning - State Compensatory Funds - \$5,000	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.





Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: G/T Supplies, Camp Registration - 199 - General Fund - 199 - \$1,865	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Title I: 2.4, 2.5, 2.6 Funding Sources: Bil/ESL - 199 - General Fund - 199 - \$5,852, Bil/ESL - 263 - Title III A - Bilingual Education, Language - 263 - \$1,848.55	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: At Risk - 199 - General Fund - 199 - \$3,264, Special Ed. - 199 - General Fund - 199 - \$1,116, Extended Day - Extended Day/Tutorial - \$4,900, Title 1 Instructional Paras - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$60,692.83, Resources - 263 - Title III A - Bilingual Education, Language - \$51.06, Resources and Personnel - State Compensatory Funds - \$229,918	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: In order to meet the Federal Guidelines for students being served in the ESL program, our campus will continue to send teachers to the district's ESL Institute and have teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Ensuring that teaches are equipped to meet the needs of Emergent Bilingual students. Staff Responsible for Monitoring: Teichelman and Barnes ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Ensures that staff are equipped to meet the needs of EB students. Staff Responsible for Monitoring: Teichelman and Barnes ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: During the current school year, we will utilize Gator Time, small groups, extended day, and Progress Learning to close the student performance gap between our 3rd and 4th Grade English and Spanish students on Math STAAR. Last year's STAAR data indicates a 22% overall difference between Spanish and English performance. We would like to decrease this gap by at least 15% by May 2024.

District Objective:





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: -Mock STAAR
-STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Progress Learning to identify and intervene on targeted areas for students, allowing them to practice, improve, and master in areas of need. Strategy's Expected Result/Impact: Learning gaps will close, moving students closer to grade level mastery. Staff Responsible for Monitoring: Teichelman, Barnes, 3rd and 4th grade teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Progress Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Reduce by 25% the number of Bilingual Exceptions and/or ESL Waivers due to teachers who do not fully meet bilingual and/or ESL certification requirements serving Emergent Bilingual students.

District Objective:
Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: To ensure that EB students are served by staff that are qualified to meet their needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: To ensure that EB students are served by staff who are qualified to meet their needs. Staff Responsible for Monitoring: Administrators, Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,452.31	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$24,905.65, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$3,379.59	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials for meetings and events - 211 - Title 1 A - Economically Disadvantaged Study - \$1,380.84	Formative		
	Jan	Apr	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, Conscious Discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 6: SCHOOL CLIMATE AND CULTURE - We will support students with their social emotional needs by setting clear expectations and routines that lead to a safe environment conducive to learning.

Performance Objective 1: We will reduce the number of male referrals by 15% by May 2024.

High Priority

Evaluation Data Sources: Office referrals, mizuni data





Strategy 1 Details	Formative Reviews		
Strategy 1: Host trainings with district personnel in regards to de-escalation strategies. Strategy's Expected Result/Impact: Equip teachers with strategies to work with students with behavior needs Staff Responsible for Monitoring: Admin and counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement school-wide CHAMPS training and expectations in order to be proactive and limit disruptions. Strategy's Expected Result/Impact: With clear expectations, there is less room for students to be off task therefore reducing behavioral issues. Staff Responsible for Monitoring: Admin, counselor, teachers ESF Levers: Lever 3: Positive School Culture Funding Sources: - State Compensatory Funds - \$1,556	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 6: SCHOOL CLIMATE AND CULTURE - We will support students with their social emotional needs by setting clear expectations and routines that lead to a safe environment conducive to learning.

Performance Objective 2: During the current school year, we will reduce the number of special education disciplinary removals and special education restraints by 10%.

High Priority

Evaluation Data Sources: Mizuni discipline data, number of SPED restraints

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Fewer restraints will be necessary when utilizing proper training and applying de-escalation techniques. Staff Responsible for Monitoring: Teichelman, Barnes, SPED teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking.
1	1	2	Provide staff with the training necessary to implement differentiated research based instructional strategies.
1	2	3	Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.
1	2	4	In order to meet the Federal Guidelines for students being served in the ESL program, our campus will continue to send teachers to the district's ESL Institute and have teachers take the ESL Certification Exam.
1	2	5	In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam.

State Compensatory

Budget for Garfield Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional materials and supplies.

Personnel for Garfield Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Barron, Christie	Teacher - Elementary School	1
Bassett, Jennifer	Campus Coach - All Levels	1
Flores, Minerva	Teacher - Elementary School	1
Hernandez, Judith	Teacher - Elementary School	1
Holguin, Sonia	Teacher - Elementary School	1
Lezama, Maritza	Teacher - Elementary School	1
Martinez, Clarissa	Teacher - Elementary School	1
Meadows, Michelle	Teacher - Elementary School	1
Montes, Vanessa	Paraprofessional - Instructional	1
Saenz, Jose	Campus Coach - All Levels	1
Zuniga, Belinda	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adelaida Flores	Elementary Aides		1
Jennifer Bassett	Peer Facilitator (Campus Coach)		1
Jose Saenz	Peer Facilitator (Campus Coach)		1
Vanessa Montes	Elementary Aides		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	BFU - Fixed	199	\$1,752.00
1	1	1	BFU	199	\$38,332.00
1	2	1	G/T Supplies, Camp Registration	199	\$1,865.00
1	2	2	Bil/ESL	199	\$5,852.00
1	2	3	Special Ed.	199	\$1,116.00
1	2	3	At Risk	199	\$3,264.00
Sub-Total					\$52,181.00
Budgeted Fund Source Amount					\$52,181.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1 Instructional Materials	211	\$19,151.04
1	1	1	Plan4Learning	211	\$550.00
1	1	1	Instructional Coaches	211	\$157,859.95
1	1	2	Heggerty Materials and Training		\$2,000.00
1	1	3	Substitute Teachers for Planning		\$1,000.00
1	2	3	Title 1 Instructional Paras	211	\$60,692.83
1	3	1	Progress Learning		\$5,000.00
4	1	1			\$3,452.31
4	1	2	Title 1 Parent Coordinator	211	\$24,905.65
4	1	2	Title 1 Parent Component	211	\$3,379.59
4	1	3	Materials for meetings and events		\$1,380.84
Sub-Total					\$279,372.21
Budgeted Fund Source Amount					\$279,372.21
+/- Difference					\$0.00

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Bil/ESL	263	\$1,848.55
1	2	3	Resources		\$51.06
Sub-Total					\$1,899.61
Budgeted Fund Source Amount					\$1,899.61
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitutes for training and planning		\$5,000.00
1	2	3	Resources and Personnel		\$229,918.00
6	1	2			\$1,556.00
Sub-Total					\$236,474.00
Budgeted Fund Source Amount					\$236,474.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Extended Day		\$4,900.00
Sub-Total					\$4,900.00
Budgeted Fund Source Amount					\$4,900.00
+/- Difference					\$0.00
Grand Total Budgeted					\$574,826.82
Grand Total Spent					\$574,826.82
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Genoa Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Revised/Approved: October 12, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Genoa Elementary's Needs Assessment Overview

At Genoa Elementary, the Site Based Decision Making Team (SBDM) is comprised of teacher members who are nominated and selected by their teammates and are committed to serve a two year term. Non-classroom professionals, district, and business representatives are asked to serve by the administration.

The campus needs assessment process takes place twice a year, once in August and again in May. The beginning of the year includes discussions and analysis of Student Achievement, Curriculum and Instruction, Technology and School Organization from the prior year. At the conclusion of the school year there is a review of the Parent/Community Involvement, Safety and Wellness, as well as School Culture and Climate areas. This is a time to reflect, celebrate and propose changes for the coming school year.

May 2023

- The SBDM Committee met to review the progress of the 2022-2023 Campus Improvement Plan goals for the upcoming school year.
- The faculty met to provide feedback on the 2022-2023 school year and to develop a vision for the 2023-2024 school year.
- Parent surveys were sent and collected as to what they wanted to Stop, Start and Continue at Genoa.
- School Culture and Climate data surveys were collected for PBIS.

August 2023

- The Genoa staff met in vertical teams to review the results of all of the data and the surveys.
- Feedback of the strengths and needs were given for each area and goals were drafted based on the following data:
 - Student Achievement
 - Curriculum, Instruction, and Assessment
 - Student Groups (EB, Econ Disadvantaged, Special Ed, At risk, G/T, etc.)
 - Parent Community Involvement
 - Safety and Wellness
 - School Culture and Climate
 - Technology
 - School Organization
- Grade level teams used the feedback to come up with schoolwide goals for the approaching school year.
- Goals were prioritized and identified for the 2023-2024 school year.

September 2023

- The Genoa Campus Improvement Plan was developed incorporating the schoolwide goals that were identified based on the Needs Assessment review.

October 2023

- The Genoa Campus Improvement Plan was reviewed with the staff for approval and then presented to the Site Based Decision Making Committee for final approval.

May 2024

- The Genoa staff will meet in teams to review the current year and propose changes in the following areas:
 - Parent/Community Involvement
 - Safety and Wellness
 - School Culture and Climate

Demographics

Demographics Summary

Genoa School was established in 1894 and was referred by that name until they were incorporated into the Pasadena ISD system in 1935, when it was changed to Genoa Elementary School. In the year 1900, Col J.H. Burnett dedicated five acres of land on which a new school was erected. The school has seen many changes over the years, going from a room over a store, to a one room school house, to a large brick campus, but no matter what the building looked like, or how many students it served, Genoa Elementary has a long history of serving and educating the families in Genoa community.

Genoa Elementary is a Prekindergarten through fourth grade campus with a current enrollment of around 580 students that are 81% Hispanic, 9% African American, 5% Asian, 4% White, 1% Two or More Races and .2% American Indian or Alaskan Native. The percent of students who qualify for free-or-reduced lunch is 85%, while the percent of students identified as at-risk is 70%. Concerning programs, roughly 45% of students are English Learners, 14% qualify for Special Education, 3% are Section 504/Dyslexia, and 12% are identified as Gifted and Talented.

The school employs roughly 100 people, 64% of which are professional staff, 10% which are professional support, 23% educational aides. Racial/ethnic breakdown of teachers is 51% Hispanic, 39% White, 8% African American, and 2% Asian. Also, 30% of teachers have five or fewer years of experience, 18% with 6 - 10 years of experience, 44% with 11 - 20 years of experience, and 8% with over 20 years of teaching experience.

Priorities:

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessments to determine individual needs of students
- Provide tutoring and enrichment in a timely manner, using student specific data
- Identify, monitor, and provide support for at-risk students
- Create master schedule to give each grade level a common tutoring/enrichment time

Student Groups

Student Group	21-22 Students	21-22 School %	22-23 Students	22-23 School %	% Change
504	8	1%	8	1%	0
Special Education	82	14%	83	14%	0
Speech	33	5%	32	6%	+1%
At Risk	407	70%	404	70%	0
Bilingual	185	32%	194	33%	+1%
ESL	38	6%	42	7%	+1%
LEP	262	45%	260	45%	0
Monitor 1	0	0	0	0	0
Monitor 2	0	0	0	0	0
Immigrant	19	3%	24	4%	+1%
Free/Reduced	486	83%	507	87%	+4%
Gifted & Talented	56	9%	67	12%	+3%
Dyslexia	15	2%	20	3%	+1%
Migrant	2	<1%	1	<1%	0

Sex/Ethnicity/Meal Status

Student Group	2021-22	2022-23	% Change
Male	48%	49%	+1%
Female	52%	51%	-1%
American Indian or Alaska Native	.5%	.2%	-.3%
Asian	5%	5%	0
Black or African American	8%	9%	+1%
Hispanic/Latino	80%	81%	+1%
White	4%	4%	0
Two or More Races	2%	1%	-1%
Free Meals	78%	76%	-2%
Reduced Meals	6%	9%	+3%

At Risk	2022-23 Students	2022-23 School %	2023-24 Students	2022-23 School %	% Change
Retained	45	8%	28	5%	-3
Unsatisfactory State Assessment	43	7%	38	7%	0
Unsatisfactory Readiness Test	154	26%	159	30%	+4
Emergent Bilingual	260	45%	223	42%	-3
Protective Services	1	.001	1	.001	0
Homeless	12	2%	19	4%	+2

Summary:

Genoa's Student Groups have remained steady, with the exception of increases in Free and Reduced (+4%) as well as Gifted and Talented (+3%).

Ethnicity at Genoa has remained steady, with around 81% Hispanic, 9% African American, 5% Asian, 4% White making up the consistent majority.

At Risk has seen a decrease of 3% in the number of retained students which is a positive trend. There has been an increase of unsatisfactory performance on a readiness test by 4% and a decrease of Emergent Bilingual population of 3% but there has also been a decrease in overall enrollment as well. There is a slight increase of declared homelessness of a 2% gain, however, there are many services that are offered to the families who are in the McKinney Vento program. The staff is diligent to find families who have a hardship occur and follow up with new Student Residency Questionnaires (SRQ) as needed throughout the year.

Priorities:

- Analyze data from a variety of sources and continue to monitor student progress.
- Use common assessments, MClass and Map data to determine the individual needs of the students.
- Use the data to provide specific, targeted instruction in deficit areas.
- Provide tutoring in a consistent and timely manner.
- Identify, monitor and provide support for at-risk students.

Demographics Strengths

- One Way Dual/Bilingual and ESL classes at each grade level
- Bilingual and instructional tutors to support classroom instruction & provide remediation
- GT Assessment and identification process
- GT Pull-out program for identified GT students
- Identification and monitoring of special populations (EB, spec. ed., econ. disadvantage, G/T)
- Monitor and provide interventions to all student subgroups
- Strong intervention team and process
- McKinney Vento case manager
- Monitor and provide support for 504/dyslexia and intervention students
- Learning Zones for targeted instructional tutoring
- Parent meeting to discuss Title 1 program
- Instructional Campus Coaches/Title 1 paraprofessional
- Extended Day tutorials
- Interventions and Tutorials during the school day (Learning Zones)
- Parent communication
- Free Breakfast and Lunch for all students, regardless of socio-economic status

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 2 (Prioritized): High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Problem Statement 3 (Prioritized): Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Student Achievement

Student Achievement Summary

Genoa Elementary STAAR Scores

Campus/District/State Comparison May 2023

Percent at Approaching (which TEA considers passing)

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	35%	77%	65%	-12	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Spanish	59%	76%	76%	0	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	28%	56%	52%	-4	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Spanish	69%	88%	90	+2	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	52%	72%	76%	+4	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	45%	68%	72%	+4	46%	65%	69%	+4	58%	69%	70%	+1

- 3rd Reading (-12) and Math (-4) decrease from previous year
- 3rd Spanish Math increased from previous year (+2)
- 4th Reading and Math increased +4 on both assessments from previous year and beat the district in both areas.
 - 3rd Reading Spanish and Math Spanish is higher than the district and the state.

Percent at Meets

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	32%	35%	32%	-3	58%	76%	76%	=	68%	77%	77%	=
3rd Grade Reading Spanish	31%	29%	38%	+9	56%	62%	68%	+6	52%	56%	77%	+21
3rd Grade Math	9%	28%	17%	-11	48%	64%	68%	+4	61%	70%	73%	+3
3rd Grade Math Spanish	34%	55%	45%	-10	52%	69%	72%	+3	42%	70%	73%	+3
4th Grade Reading	20%	44%	40%	-4	51%	75%	74%	-1	63%	77%	78%	+1
4th Grade Math	15%	30%	38%	+8	46%	65%	69%	+4	58%	69%	70%	+1

- 3rd Reading (-3) and Math (-11), 3rd Math Spanish (-10) 4th Rdg (-4) decrease from previous year
- 3rd Spanish Reading increased from previous year (+9)
- 4th Math increased +8 from previous year

Percent at Masters

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	3%	15%	6%	-9	58%	76%	76%	=	68%	77%	77%	=
3rd Grade Reading Spanish	21%	14%	21%	+7	56%	62%	68%	+6	52%	56%	77%	+21
3rd Grade Math	1%	4%	2%	-2	48%	64%	68%	+4	61%	70%	73%	+3
3rd Grade Math Spanish	17%	24%	10%	-14	52%	69%	72%	+3	42%	70%	73%	+3
4th Grade Reading	6%	16%	13%	-3	51%	75%	74%	-1	63%	77%	78%	+1
4th Grade Math	5%	14%	16%	+2	46%	65%	69%	+4	58%	69%	70%	+1

- 3rd Reading (-9) and Math (-2), 3rd Math Spanish (-14) 4th Rdg (-3) decrease from previous year
- 3rd Spanish Reading increased from previous year (+7)
- 4th Math increased +2 from previous year

TELPAS K-4 Yearly Progress

TELPAS	Listening				Speaking				Reading				Writing				Composite			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
Kinder	100%	0	0	0	100%	0	0	0	100%	0	0	0	100%	0	0	0	100%	0	0	0
1 st	100%	0	0	0	100%	0	0	0	100%	0	0	0	100%	0	0	0	100%	0	0	0
2 nd	3%	24%	43%	30%	27%	57%	16%	0	32%	54%	11%	3%	32%	54%	11%	3%	8%	76%	14%	3%
3 rd	3%	0%	27%	70%	16%	57%	24%	3%	24%	22%	32%	22%	27%	46%	24%	3%	8%	43%	43%	5%
4 th	8%	24%	38%	30%	11%	40%	48%	2%	8%	22%	24%	46%	11%	38%	43%	8%	6%	27%	48%	19%

TELPAS Proficiency Level Comparison	Listening			Speaking			Reading			Writing			Composite		
	-	=	+	-	=	+	-	=	+	-	=	+	-	=	+
1 st	7%	0	93%	2%	0	98%	4%	0	96%	2%	0	98%	4%	0	96%
2 nd	1%	9%	90%	9%	25%	66%	3%	38%	59%	0	27%	73%	0	3%	97%
3 rd	0	43%	57%	17%	54%	29%	17%	57%	26%	9%	29%	62%	9%	57%	34%
4 th	45%	50%	5%	27%	50%	23%	5%	45%	50%	12%	60%	28%	15%	67%	18%

- Decreased = No Change + Increased

TELPAS Summary: Kindergarten and 1st grade students have an annual teacher observation measurement in the four domains (Listening, Speaking, Reading, Writing). 2nd-4th grade students have two on-line sessions to measure their English acquisition (Listening/Speaking, Reading/Writing). Although there is a slight improvement in the composite scores, it is increasingly difficult to feel confident in the accuracy of the assessment due to the unique challenges of technology and equipment usage with elementary students. TEA has changed the emergent bilingual reclassification requirements to reflect that the composite score be at an advanced high level instead of all 4 areas needing to be advanced high, so there should be an increase in the numbers of students who meet reclassification requirements.

Priorities

- Implement PLCS at all grade levels and monitor student progress
- Common Assessments in math in reading (1st-4th)
- Data analysis of common assessments, CBAs, reading levels, MClass, STAAR and TELPAS
- Implement daily math problem solving in all grade levels
- Using individualized MAP data, provide specific, targeted instruction during learning zones and small group instruction
- Implement Literacy framework strategies and suggestions schoolwide
- Implement campus wide Writing framework with an emphasis in Grammar, Revision and Editing
- Campus Supplemental aides uniform across the campus, consistently used across campus and utilized in instruction and in assessment as applicable throughout the entire year
- Implement common assessments and monitor student progress
- Plan and implement close monitoring of Special Education students and implement systematic remediation and designated supports
- Provide tutoring in a timely manner

Student Achievement Strengths

- Academic Growth and closing the gaps
- Letter name recognition - Kinder
- Fluency rate in 1st and 2nd
- Reading Accuracy rate - 2nd grade
- Learning Zones, Interventionist
- Targeting specific needs of students through tutoring and enrichment
- Maintaining high expectations and achievement with increased standards and changing student populations
- Focus on systematic, targeted instruction and tutoring based on multiple data sources (reading levels, common assessments, mClass, MAP, STAAR,...)
- Closing the achievement gap between student groups
- District curriculum, timelines, resources and common assessments
- Common team planning emphasis
- Focus on student expectations
- Spiraling of student expectations
- Pull-out tutoring
- G/T pull out
- Small group teaching
- Student leadership opportunities

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students receiving special education services perform lower than the district on state assessments **Root Cause:** These students are usually working and performing at least two grade levels below. Their reading levels are below grade level and state assessments are written at a higher vocabulary level.

Problem Statement 2 (Prioritized): Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 3 (Prioritized): LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. **Root Cause:** The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

Problem Statement 4 (Prioritized): Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Problem Statement 5 (Prioritized): High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Problem Statement 6 (Prioritized): There is a broad range of skills and deficits in each classroom and differentiation is needed to meet the academic needs of all students. **Root Cause:** Students come to school with various background knowledge and experiences and needs.

School Culture and Climate

School Culture and Climate Summary

Genoa continues to support multiple initiatives to ensure campus climate and culture empowers students to become accomplished, self-directed, collaborative, life-long learners.

- Continued implementation of Positive Behavior Interventions and Supports, Safe & Civil Foundations for Positive School-wide Behavioral Management, CHAMPS, Conscious Discipline, TBSI, CPI, and Youth Mental Health First Aid Training
- Conduct staff, parent and student surveys
- Increase positive school image through publicity
- Implement Campus School Family meetings
- Implement Positive Office Referrals
- Implement a Perfect Attendance Incentive Initiative Plan

ATTENDANCE RATE	2021-22	2022-23	% Change
Attendance %	92.3%	92.9%	+.6%
Average Daily Enrollment	567	567	0

Attendance Summary: Attendance percentages did not change much between the 21-22 and 22-23 school year and was at 92.9%, even though there were weekly classroom incentives and 9 week individual incentives for perfect attendance. This shows that the incentives were not effective in increasing the daily attendance, so these will be discontinued this year.

Feedback from the PBIS Survey are as follows:

Faculty Commitment

- Faculty are aware of behavior problems across campus through regular data sharing (1 of 2)
- Faculty are involved in establishing and reviewing goals (1 of 2)
- Faculty feedback is obtained throughout the year (1 of 2)

Effective Procedures for Dealing with Discipline

- Problem behaviors are defined (1 of 3)
- Major/minor behaviors are clearly differentiated (1 of 2)
- Suggested array of appropriate response to major (office managed) problem behaviors (0 of 1)

Data Entry and Analysis Plan Established

- Additional data are collected (attendance, grades, faculty attendance, surveys) and used (0 of 1)
- Data analyzed by team at least monthly (1 of 2)

Data shared with team and faculty monthly (0 of 2)

Reward/Recognition Program Established

- A variety of methods are used to reward students (1 of 2)
- The system includes incentives for staff/faculty

Lesson Plans for Teaching Expectations/Rules

- Lessons are embedded into subject area curriculum (1 of 2)

Implementation Plan

- A curriculum to teach the components of the discipline system to all staff is developed and used (1 of 2)
- Plans for training staff how to teach expectations/rules/rewards are developed, schedule and delivered (1 of 2)
- Booster sessions for students and staff are planned, scheduled and delivered (1 of 2)
- Plans for orienting incoming staff and students are developed and implemented (1 of 2)

Classroom Systems

- Classroom teachers use immediate and specific praise (1 of 2)
- Procedures exist for tracking classroom behavior problems (1 of 2)

PBIS Summary: The Safe & Civil committee met throughout the year to propose changes to the existing systems that were in place and for additional buy in. In May, the committee made a presentation to the staff and the staff voted to accept the changes and additions to the existing guidelines. The 2022-23 school year began with the additional procedures and rolled out the information campus wide. The committee will continue to meet this school year and continue to make improvements.

Safe & Supportive School Program Data	2022-23
Threat reports received	4
Threat reports involving immediate danger or imminent safety	0
Threat reports involving threats of violence or harm towards others	1
Threat reports involving threats of violence toward self	3
Threat assessments resulting in law enforcement action	0
Threat assessments resulting in a referral or change in counseling or mental health support	1
Threat assessments resulting in a referral to or change in special education or other services	0

Discipline (PEIMS Reportable)

21 – Student Code of Conduct	2021-22	2022-23	Change
05	2	0	-2
06	22	4	-18
26	6	2	-4
TOTAL	30	6	-24

Discipline Referral Data

Discipline Referrals	2021 - 22	% of total	2022 - 23	% of total	Change
Disruptive/Aggressive	19	33%	8	28%	-5%
Inappropriate Conduct/Verbal	13	22%	5	18%	-4%
Bus Referral 1 st offense	10	18%	4	14%	-4%
Bus Referral 2 nd offense	3	5%	0	0	-5%
Insubordination	3	5%	1	4%	-1%
Persistent Misbehavior	3	5%	3	11%	=
Weapon, other	2	4%	0	0	-4%
Cig/Tobacco/E-Cig/Vape device	1	2%	0	0	-2%
Disruption, Classroom	1	2%	2	7%	+5%
Profanity/Obscenities	1	2%	0	0	-2%
Documentation	0	0	2	7%	+7%
Threat Non-Employee	0	0	2	7%	+7%
Fireworks	0	0	1	4%	+4%
Teacher Referral	1	2%	0	0	-2%
TOTAL	57	100%	28	100%	

Discipline Referrals	2022-23	% of total
Monday	2	28%
Tuesday	6	21%
Wednesday	7	25%
Thursday	7	25%
Friday	6	28%

Referrals by Grade Level	2022-23	% of total
PreK	0	0
Kinder	10	35%
1st	1	4%
2nd	2	7%
3rd	10	35%
4th	5	18%

Discipline Referrals by Location	2022-23	% of total
Classroom	21	75%
Bus	4	14%
Cafeteria	2	7%
Gym	1	4%

Referrals by Gender	2022-23	% of total
Male	25	89%
Female	3	11%

Referrals by Ethnicity	2022-23	% of total
Black/African American	14	50%
Hispanic/Latino	10	36%
White	2	7%
Multi-Racial	2	7%

Discipline Referrals Summary: There were a total of 28 formal discipline referrals last year to the 57 the year before, which is almost cut in half. The majority of the office referrals were in two categories: Disruptive/Aggressive and Inappropriate conduct/verbal and were from many of the same offenders, primarily in kindergarten and third grade. Fifty percent of the discipline infractions were from African Americans and 36% were from Hispanics, which is not indicative of the school population.

School Culture and Climate Strengths

- Student and staff recognition (Positive office referrals, Staff of the Week, Math/Literacy/Character of the Week,...)
- Friendly atmosphere
- Family oriented environment
- Clearly established and communicated schoolwide routines (hallway, restroom, cafeteria, playground,...)
- School Family Assemblies
- Student focused
- Safe and civil school
- Conscious discipline school wide implementation
- Well maintained facilities
- Student leadership opportunities
- Multicultural events
- Safety Patrol
- Televised Announcements and Announcement Crew
- A.L.I.C.E. training for entire staff
- Optional after school enrichment and clubs (Chess, Creativity, Baking, Kindness,...)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Problem Statement 2 (Prioritized): High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Genoa Elementary

Staffing Quality

Genoa Elementary has a principal, assistant principal, counselor and 49 certified teachers and 2 Classroom facilitators. Clerical/instructional staff are highly qualified.

It is the goal for all teaching staff to meet federal and state requirements for Highly Qualified Staff each year. Currently there are two Classroom Facilitators, one in PreK and one in Resource. Parents have received notification of staff who did not meet the Highly Qualified status. We continue to seek and interview qualified applicants and work to support teachers who are currently completing their certification.

Recruitment

Hiring - Genoa Elementary follows district screening procedures and use a collaborative team approach to make hiring decisions.

Student Teachers - Genoa Elementary participates with the local universities to host student teachers each year.

Job Fairs - Genoa Elementary participates in district job fairs to meet and recruit potential teaching candidates.

Staff Assignments - Staff receive job assignments based upon their certification, education, skills, talents and interests.

New Staff Support - All teachers new to teaching and new to Genoa receive an official mentor teacher. Other staff receive a campus buddy to assist and support them with campus procedures and acclimation to the campus.

Professional Development - All staff receive professional development opportunities through both the district and the campus, as well as have access to additional on-line courses that are offered.

Professional Learning Communities (PLCs) - Grade level teams meet weekly with the campus instructional coaches to focus on planning, implementing rigorous and relevant lessons, as well as developing and analyzing assessments.

Evaluations - Teaching staff are evaluated using the Texas Teacher Evaluation Support System (T-TESS) with board approved activities and timelines. Paraprofessional staff evaluations use the district criteria with formal documentation.

Advancement - All staff have equal opportunities for advancement to leadership and next level positions. Staff are encouraged to apply for and pursue opportunities that advance their personal and professional goals.

Teacher Staff Retention Data

Reason for Leaving	2020-21	2021-22	2022-23
Promotions within PISD	2	0	0
Other campus within PISD	1	1	0
Move to <u>other</u> district	0	0	0
Family relocation	2	1	0
Change in profession	1	0	3
Eliminated due to district staffing reductions	0	1	2
Retirement	1	2	0
Resignation	1	0	0
Total Teacher changes	5	5	5
Total Number of Teachers	47	50	49
Teacher Turnover Rate	11%	10%	10%

- Have a Highly Qualified Teacher in every classroom
- Have a fully certified bilingual teacher in every bilingual classroom
- Have only Highly Qualified Paraprofessionals to work with students
- Create an environment where people want to stay and not leave to have consistency in the building
- Encourage more staff to seek and obtain their G/T and ESL certification

Staff Information	Count/<u>Avg</u>	Percent	District	State
Total Staff	78	100%	100%	100%
Teachers	48.6	62.3%	45.5%	49.3%
Professional Support	6.8	8.8%	10.1%	10.7%
Campus Administration	2	2.6%	2.3%	2.9%
Education Aides	20.6	26.4%	12.7%	11.1%

Experience of Campus Leadership	Campus	District	State
Average Years of Experience - Principal	15	8	6.3
Average Years of Experience in District - Principal	15	7.7	5.4
Average Years of Experience - <u>Asst Prin</u>	7	7.4	5.5
Average Years of Experience in District - <u>Asst Prin</u>	5	7.1	4.8
Average Years of Experience - Teacher	11.8	10.4	11.1
Average Years of Experience in District - Teacher	9.5	8.2	7.2

- All staff new to campus have a half day campus orientation, welcome and tour prior to the regular start date for all staff.
- All new staff receive a campus buddy or mentor.
- All teaching staff who are first year teachers receive a mentor teacher assigned to them.
- All new and first year teachers receive support through campus-based content specialists.
- All new teachers receive district support through district mentors.
- All staff have access to professional development and trainings.

Staff Quality, Recruitment, and Retention Strengths

- Almost all Staff are Highly Qualified based on TEA guidelines
- All certified teachers have completed Texas Reading Academy - the Science of Teaching Reading and the one new classroom facilitator is currently enrolled
- All new teachers are assigned a campus mentor and offered district supports and trainings
- Genoa maintains a low turn over rate of employees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 2 (Prioritized): Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Problem Statement 3 (Prioritized): Not all teachers are considered Highly Qualified (Two Classroom Facilitators). **Root Cause:** Lack of qualified applicants that have applied for the role of teacher.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow district scope and sequence
- Implement a consistent cycle of PLCs on a weekly basis (in master schedule)
- Administer MAP assessments (1st-4th) and district assessments and use data from assessments to drive instruction
- Administer mClass (K-2) and use data to provide specific, targeted instruction based on individual student needs
- Use common assessments to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Instructional coaches collaborate with teachers on curriculum and instruction and assist in curriculum planning
- Standards based grading and report cards
- Enrichment is offered through a pull-out Gifted and Talented program
- Special Education services are provided based upon the student needs and individual educational goals in the least restricted environment
- Emergent Bilingual students are served by qualified teachers with an emphasis in developing Listening, Speaking, Reading and Writing in english
- College and Career awareness is promoted during a designated week on campus
- Coordinated School Health promotes campus wellness to the staff and students through personal challenges periodically throughout the school year
- Students participate in Coordinated School Health lessons and fitness testing at 3rd and 4th grade levels
- Students participate in fine arts as a part of their weekly schedule (Art, Music, Technology)
- Physical activity and wellness is promoted as part of the student weekly schedule through physical education/health and movement activities

Kindergarten, 1st, 2nd - M-Class Assessment

Group	K				1st				2nd			
M-Class English Rdg	Well Below	Below	At Level	Above	Well Below	Below	At Level	Above	Well Below	Below	At Level	Above
Composite Score	24%	19%	30%	27%	24%	26%	33%	17%	59%	20%	15%	6%
Letter Names (LNF)	17%	10%	73%	0	24%	11%	50%	15%	-	-	-	-
Phonemic Awareness (PSF)	44%	10%	21%	25%	15%	22%	39%	24%	-	-	-	-
Letter Sounds (NWF-CLS)	34%	17%	22%	27%	46%	11%	28%	15%	64%	23%	11%	2%
Decoding (NWF-WRC)	60%	5%	10%	25%	33%	19%	31%	17%	72%	15%	11%	2%
Word Reading (WRF)	38%	6%	29%	27%	22%	33%	28%	17%	46%	17%	32%	5%
Reading Accuracy (ORF-Accu)	5%	5%	90%	0	30%	4%	66%	0	36%	14%	50%	0
Reading Fluency (ORF)	30%	4%	66%	0	26%	22%	28%	24%	57%	14%	23%	6%
Reading Comprehension (Maze)	-	-	-	-	-	-	-	-	51%	17%	30%	2%

Group	K				1st				2nd			
M-Class Spanish Rdg	Well Below	Below	At Level	Above	Well Below	Below	At Level	Above	Well Below	Below	At Level	Above
Composite Score	19%	4%	54%	23%	6%	0	43%	51%	4%	14%	46%	36%
Nombrar letras (FNL)	23%	12%	50%	15%	3%	3%	46%	48%	-	-	-	-
Conciencia fonológica (FSS)	12%	31%	49%	8%	3%	0	48%	49%	-	-	-	-
Sonidos de letras (FSL)	23%	12%	53%	12%	3%	0	40%	57%	64%	23%	11%	2%
Decodificación (LSS)	23%	15%	47%	15%	6%	6%	29%	59%	72%	15%	11%	2%
Lectura de palabras (FEP)	38%	8%	50%	4%	6%	0	60%	34%	7%	7%	57%	29%
Fluidez en la lectura (FLO)	-	-	-	-	9%	6%	85%	0	4%	11%	49%	36%
Precisión en la lectura (FLO-Prec)	-	-	-	-	6%	3%	6%	85%	7%	11%	82%	0
Comprensión básica (CP)	-	-	-	-	-	-	-	-	0	29%	71%	0

2nd, 3rd, 4th Map Assessment

Group	2nd				3rd				4th			
Map EOY English Rdg	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80
Author's Purpose & Craft	29%	26%	26%	18%	46%	22%	11%	22%	22%	23%	21%	45%
Multiple Genres	29%	32%	22%	17%	34%	34%	12%	20%	20%	24%	21%	36%
Foundational Lang Skills: Vocabulary	34%	34%	11%	22%	34%	25%	20%	21%	19%	22%	26%	33%

Group	2nd				3rd			
Map EOY Spanish Rdg	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80
Author's Purpose & Craft	14%	25%	21%	40%	10%	14%	31%	45%
Multiple Genres	0%	36%	21%	43%	3%	17%	17%	62%
Foundational Lang Skills: Vocabulary	14%	21%	21%	43%	0%	21%	21%	59%

Group	2nd				3rd				4th			
Map EOY English Math	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80
Numerical Representation and Relationships	35%	28%	29%	8%	32%	20%	20%	28%	19%	20%	15%	46%
Computations and Algebraic Relationships	38%	32%	23%	6%	32%	28%	26%	14%	20%	20%	29%	32%
Geometry and Measurement	45%	23%	23%	10%	38%	22%	15%	25%	23%	20%	24%	34%
Data Analysis and Monetary Transactions	31%	29%	23%	17%	25%	29%	15%	31%	22%	16%	23%	40%

Group	2nd				3rd			
Map EOY Spanish Math	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80
Numerical Representation and Relationships	39%	36%	18%	7%	10%	28%	31%	31%
Computations and Algebraic Relationships	46%	32%	14%	7%	10%	31%	28%	31%
Geometry and Measurement	29%	21%	21%	29%	7%	28%	31%	34%
Data Analysis and Monetary Transactions	36%	18%	25%	21%	7%	17%	17%	59%

Map Longitudinal RIT Score Average	Spring 2021	Spring 2022	Spring 2023
2 nd Math	179.1	177.1	181.3
2 nd Math Spanish	183.4	185.8	182.2
2 nd Reading	177.3	174.6	178.3
2 nd Reading Spanish	180.0	186.6	185.3
3 rd Math	188.5	193.1	195.7
3 rd Math Spanish	200.2	201.0	203.6
3 rd Reading	184.3	190.1	188.7
3 rd Reading Spanish	191.3	195.7	196.7
4 th Math	200.3	203.9	209.6
4 th Reading	199.4	199.7	202.1

Curriculum, Instruction, and Assessment Strengths

- District curriculum, timelines, assessments, and resources
- Beginning, middle, and end of the year MAP assessments for 1st-4th grade
- Beginning and end of year mClass assessments for K-2
- Horizontally and vertically aligned curriculum
- Team collaboration and planning
- Grade level PLCs
- District trainings and professional development
- Campus coaches as instructional content specialist and coaches
- Highly qualified staff
- Easily accessible data to use to guide instruction
- Leveled instructional resources
- Instructional Technology
- Daily tutoring and interventions in all grade levels (Learning Zones)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is a broad range of skills and deficits in each classroom and differentiation is needed to meet the academic needs of all students. **Root Cause:** Students come to school with various background knowledge and experiences and needs.

Problem Statement 2 (Prioritized): Students receiving special education services perform lower than the district on state assessments **Root Cause:** These students are usually working and performing at least two grade levels below. Their reading levels are below grade level and state assessments are written at a higher vocabulary level.

Problem Statement 3 (Prioritized): Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 4 (Prioritized): High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Problem Statement 5 (Prioritized): Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Problem Statement 6 (Prioritized): LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. **Root Cause:** The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

Parent and Community Engagement

Parent and Community Engagement Summary

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Continue HOSTS volunteer program (Helping One Student to Succeed)
- Part time Parent Coordinator
- Increase number of business partnerships
- Increase partnership with other schools (CTHS Child Development, Colleges)
- Solicit input from parents on desired trainings

Parent survey results as follows:

Keep Doing:

- Everything is great/good (6)
- Great communication. (7)
- Keep helping the student that need the extra help to succeed, like my child. Thank you for helping him
- Keep sending updates/news through Remind/School Messenger/emails/text.
- Keep teaching the students morals/character traits
- I like how every morning you guys greet the kids with a big smile when I drop off my son. It brightens our day.
- Smiling and loving on the kids
- Keep being the loving family that y'all are right now. Don't ever change.
- Everyone is helpful and makes it feel like a family.
- Keep supporting kids and parents
- Keep recess for kids
- Continue the family events
- I like hearing from my child's teachers
- The staff is very friendly
- There are a lot of safety things in place
- My children love Genoa
- The staff is very kind and helpful
- The principals work together well and help my child when they have a problem
- Don't stop the hygiene protocols
- The school has helped my family with a lot of resources
- Keep doing what you are doing! Genoa is a great school!
- It is obvious that the staff cares about kids

Stop Doing:

- Nothing (17)
- Don't stop the wonderful job that you all have been doing.
- Not having parents visit school.
- I respect the Covid measures but I wish you guys would open the school for parents to have lunch with their children or volunteers.
- Not letting parents be more involved in school activities.
- Locking the doors so the parents have to call for everything.
- Stop making us have a card to pick up our kids and going to the office if we don't.
- I feel the progress reports are not detailed enough to know what my kid is struggling with.
- Teachers not calling me back.
- Nothing to stop, we have had a great experience at Genoa

Start Doing:

- Nothing (11)
- More availability for virtual parent conferences.
- More school plays and other activities that parents can attend.
- Have open doors.
- Start paying more attention to how students treat each other especially at recess.
- New lunch menus and serve what kids like to eat.
- Let parents eat with kids.
- Go on field trips.
- Have more activities for the family.
- Have the option of putting our kids in Spanish classes if the parent wants it.
- Have a before school program.
- Keep doing your work with excellence and dedication.
- Have parents more involved like donuts with dad.
- Conferences so we know how to help our son.
- More meetings with teachers.

Parent and Community Engagement Strengths

- Parental involvement activities
- Remind, Skyward and automated phone call out system
- Facebook/Twitter/School Website
- Parent Coordinator
- Parent meetings and orientation
- Community education classes
- Parent, Student, Teacher Compact
- Volunteers
- Career Day
- Community events
- Communications and publicity
- Student programs

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

School Context and Organization

School Context and Organization Summary

Genoa continues to prioritize campus safety and implement routine checks to ensure both compliance as well as properly functioning facilities. The campus exterior doors remain in the locked position and visitors check in to the secure safety vestibule. Weekly checks on exterior doors are conducted and work orders are immediately initiated if/when there is a defective mechanism. The district maintenance department prioritizes these work orders and corrects the issues within the same day. Interior classroom doors, where students are present, are closed and locked. Campus personnel wear badges and utilize keys/badges to move throughout the building.

The campus consistently focuses on utilization of the Safe and Civil Schools Foundation and Conscious Discipline as well as Positive Behavior Interventions and Supports. Genoa continues to find ways to improve the PLC process; a commitment to aligning leadership development that supports school instructional leadership. There is a need to build capacity and collaborate with campus leadership teams to identify areas of focus as well as provide supports based on current practices and campus needs. Samples of data analysis of common assessments, analyzing questions levels, breakdown of essential standards and providing time to reflect and plan are examples of evidence that supports a focus on learning.

- Consistent schoolwide implementation of safety measures
- Consistent schoolwide implementation of Conscious Discipline and Safe and Civil procedures
- Investigation of master schedule that incorporates tutoring, enrichment and PLCs
- Safe and secure building
- A.L.I.C.E. training for the entire staff
- Conduct various safety drills (shelter in place, tornado, lock-down, fire, etc) throughout the year
- Common planning periods for staff

Staff Data 22-23

Staff Information	Count/ <u>Avg</u>	Percent	District	State
Total Staff	78	100%	100%	100%
Teachers	48.6	62.3%	45.5%	49.3%
Professional Support	6.8	8.8%	10.1%	10.7%
Campus Administration	2	2.6%	2.3%	2.9%
Education Aides	20.6	26.4%	12.7%	11.1%

Experience of Campus Leadership	Campus	District	State
Average Years of Experience - Principal	15	8	6.3
Average Years of Experience in District - Principal	15	7.7	5.4
Average Years of Experience - <u>Asst Prin</u>	7	7.4	5.5
Average Years of Experience in District - <u>Asst Prin</u>	5	7.1	4.8
Average Years of Experience - Teacher	11.8	10.4	11.1
Average Years of Experience in District - Teacher	9.5	8.2	7.2

Teachers by Ethnicity	Count/ <u>Avg</u>	Percent	District	State
African American	3.1	6.4%	10.3%	11.2%
Hispanic	23.7	48.8%	39.2%	28.9%
White	19.8	40.7%	46.5%	56.4%
American Indian	0	0%	.2%	.3%
Asian	1	2.1%	2.8%	1.9%
Pacific Islander	0	0	0	.1%
Two or More Races	1	2.1%	.9%	1.2%

Teachers by Years of Experience	Count/ <u>Avg</u>	Percent	District	State
Beginning Teachers	4	8.2%	7.9%	7.9%
1-5 Years Experience	6.8	14%	27.4%	26.7%
6-10 Years Experience	14	28.8%	24.2%	20.6%
11-20 Years Experience	16.8	34.6%	28.7%	28.6%
21-30 Years Experience	7	14.4%	10.2%	13.2%
Over 30 Years Experience	0	0	1.6%	2.9%

School Context and Organization Strengths

- Arrival and dismissal procedures
- Cafeteria and schoolwide procedures
- Door bells and locks on front interior doors activated by office staff to permit visitors who have checked in to enter the building
- Collaboration from staff
- PBIS
- Conscious discipline
- Safe and civil schools
- Master schedule
- Student leadership
- Fire and safety drills
- Visitor check in
- Health, fitness and nutrition emphasis
- Bullying awareness
- Master schedule plans to incorporate tutoring and intervention into the school day
- School Coordinated Health Advisory Committee
- Crisis Committee
- Community Health Fair
- Health, Fitness, and Nutrition emphasis
- Secure entrance in which all visitors must go to the office before entering the rest of the building
- Bus procedures to account for every student who rode a specific bus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

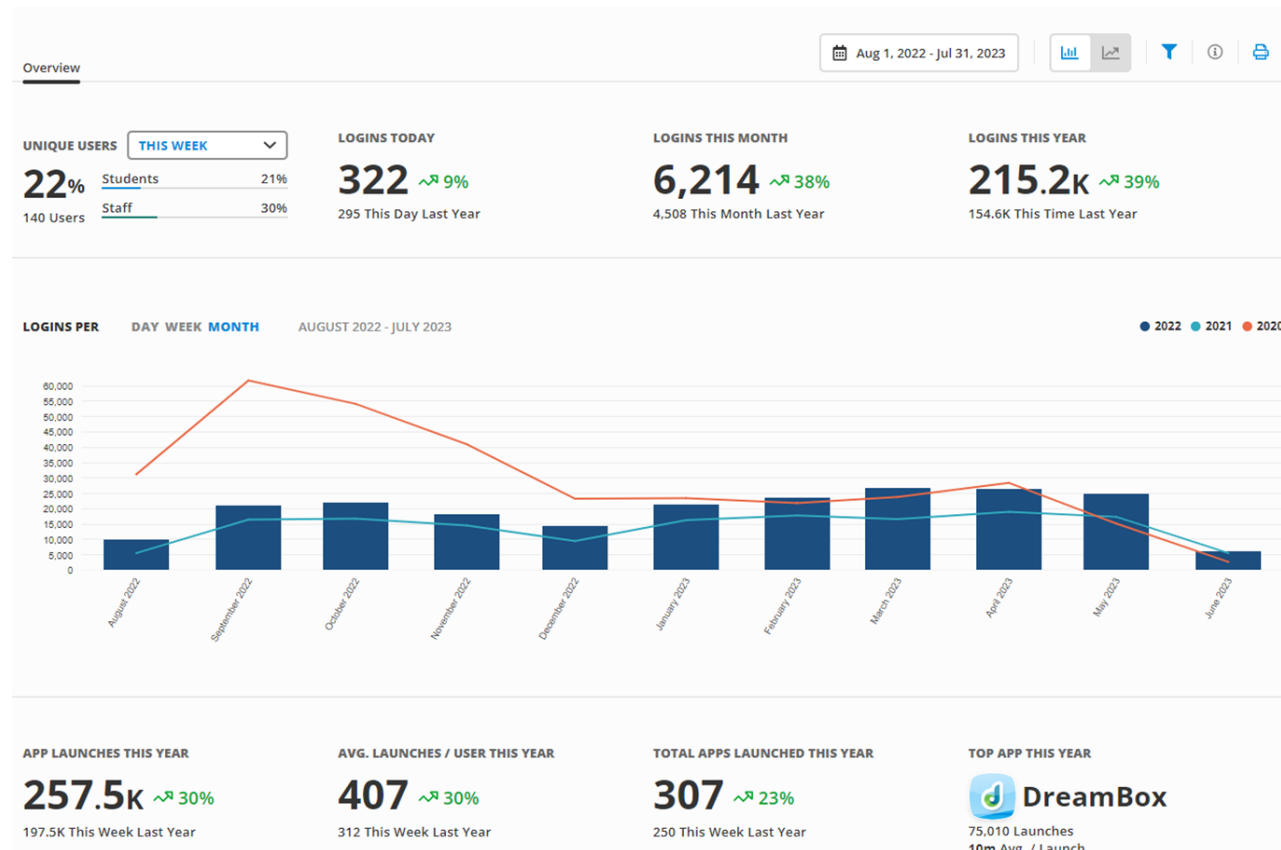
Problem Statement 2 (Prioritized): Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Problem Statement 3 (Prioritized): Not all teachers are considered Highly Qualified (Two Classroom Facilitators). **Root Cause:** Lack of qualified applicants that have applied for the role of teacher.

Technology

Technology Summary

- Provide one to one devices for every student
- Embed technology into instruction to increase student usage and productivity
- Increase use of digital resources to include e-books, e-readers, research, etc.
- Provide professional development on use of digital resources, Google Classroom, Seesaw, Zoom,...
- Increase usage of educational software as an intervention and enrichment tool
- Utilize Classlink as the hub to access platforms



Technology Summary: Students usage of Classlink to access educational apps has increased and the top app used is Dreambox. The district had a Dreambox challenge and we, as a campus, did very well in the challenge. Students seem to enjoy the Dreambox platform and math teachers use it as a part of their workstations.

Technology Strengths

- 1:1 devices for all students
- 21st century technology classrooms and library
- Technology teacher
- Technology professional staff developments and trainings
- Staff One Note Notebook utilized for all
- Part time Technology technician to service each campus
- Updated cybersecurity software and processes to increase safety and systems

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. **Root Cause:** The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

Priority Problem Statements

Problem Statement 1: Not all teachers are considered Highly Qualified (Two Classroom Facilitators).

Root Cause 1: Lack of qualified applicants that have applied for the role of teacher.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 2: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification.

Root Cause 2: Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 2 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 3: High mobility rates adversely affect a student's academic growth.

Root Cause 3: Families move often due to changing family dynamics and job changes.

Problem Statement 3 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Parent and Community Engagement

Problem Statement 4: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff.

Root Cause 4: A lack of experiences and/or exposure.

Problem Statement 4 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 5: Students receiving special education services perform lower than the district on state assessments

Root Cause 5: These students are usually working and performing at least two grade levels below. Their reading levels are below grade level and state assessments are written at a higher vocabulary level.

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 6: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students.

Root Cause 6: The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Technology

Problem Statement 7: There is a broad range of skills and deficits in each classroom and differentiation is needed to meet the academic needs of all students.

Root Cause 7: Students come to school with various background knowledge and experiences and needs.

Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: October 26, 2023

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, Genoa Elementary will increase the percentage of all students meeting or exceeding grade level expectations on STAAR and/or mClass composite score by 5% and 70% of 1st-4th grade students will show individual growth on the EOY MAP Assessment.

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Common and formative assessments, Map Growth data, Kindergarten - 2nd student progress on middle of the year and end of year mClass and 3rd-4th grade STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Instructional Coaches and administrators will meet with school personnel and grade level teams in PLTs to analyze student specific data, to adjust instructional strategies and interventions, to make student groupings for classroom instruction as well as remediation, and to provide targeted instruction based on individual student needs.</p> <p>Strategy's Expected Result/Impact: Students will be provided with specific targeted instruction based on their individual needs to master the essential standards for the grade level and to show individual growth.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Achievement 1, 3, 4, 5, 6 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2, 4, 5, 6 - Parent and Community Engagement 1 - School Context and Organization 2 - Technology 1</p> <p>Funding Sources: BFU - 199 - General Fund - 199 - \$52,216, Overtime - 199 - General Fund - 199 - \$1,136, Fixed - 199 - General Fund - 199 - \$1,752, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$19,171.68, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$550, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$166,747.20, State Compensatory - State Compensatory Funds - \$570,087, Extended Day / Tutorial - Extended Day/Tutorial - \$4,500, - 263 - Title III A - Bilingual Education, Language - \$3,272.32</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement a campus master schedule that will provide common planning time, intervention time and PLT time for all grade level teams.</p> <p>Strategy's Expected Result/Impact: Increase quality Tier 1 and Tier 2 instruction, provide a time for Tier 3 supports that does not pull students from key direct instruction and improved student achievement.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 6 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: Title 1 Instructional Paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$57,881.20, Title 1 Nurse - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$86,365.30, Dyslexia & Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$87,977.15</p>	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: The number of students with disabilities being removed to ISS, OSS and Guidance Center will decrease. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Achievement 1, 5 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 2, 4 - Parent and Community Engagement 1 - School Context and Organization 3	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: There will be 100% compliance with Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 5 - School Context and Organization 2, 3	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes. Problem Statement 3: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.
Student Achievement
Problem Statement 1: Students receiving special education services perform lower than the district on state assessments Root Cause: These students are usually working and performing at least two grade levels below. Their reading levels are below grade level and state assessments are written at a higher vocabulary level. Problem Statement 3: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. Root Cause: The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely. Problem Statement 4: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.

Student Achievement
Problem Statement 5: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.
Problem Statement 6: There is a broad range of skills and deficits in each classroom and differentiation is needed to meet the academic needs of all students. Root Cause: Students come to school with various background knowledge and experiences and needs.
School Culture and Climate
Problem Statement 1: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.
Problem Statement 2: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.
Problem Statement 3: Not all teachers are considered Highly Qualified (Two Classroom Facilitators). Root Cause: Lack of qualified applicants that have applied for the role of teacher.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is a broad range of skills and deficits in each classroom and differentiation is needed to meet the academic needs of all students. Root Cause: Students come to school with various background knowledge and experiences and needs.
Problem Statement 2: Students receiving special education services perform lower than the district on state assessments Root Cause: These students are usually working and performing at least two grade levels below. Their reading levels are below grade level and state assessments are written at a higher vocabulary level.
Problem Statement 4: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.
Problem Statement 5: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.
Problem Statement 6: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. Root Cause: The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.
Parent and Community Engagement
Problem Statement 1: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.
School Context and Organization
Problem Statement 2: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.
Problem Statement 3: Not all teachers are considered Highly Qualified (Two Classroom Facilitators). Root Cause: Lack of qualified applicants that have applied for the role of teacher.
Technology
Problem Statement 1: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. Root Cause: The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By the end of the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL Program, Genoa Elementary will continue to hire teachers who are ESL certified, send current teachers to the district's ESL institute and have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Reduce the number of ESL exceptions due to teachers who do not fully meet ESL certification requirements. Staff Responsible for Monitoring: Campus administrator, LPAC committee Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Achievement 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3, 6 - School Context and Organization 1 - Technology 1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the GT Program, Genoa Elementary will continue to hire teachers who are GT certified, send current teachers to the district's training opportunities and have the teachers take their yearly 6 hour GT update. Strategy's Expected Result/Impact: All GT students will be instructed by a GT certified teacher Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 5 - School Context and Organization 2, 3	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. Root Cause: Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.</p> <p>Problem Statement 3: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.</p>
Student Achievement
<p>Problem Statement 2: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. Root Cause: Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.</p> <p>Problem Statement 3: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. Root Cause: The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.</p> <p>Problem Statement 4: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.</p>
School Culture and Climate
<p>Problem Statement 1: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. Root Cause: Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.</p> <p>Problem Statement 2: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.</p> <p>Problem Statement 3: Not all teachers are considered Highly Qualified (Two Classroom Facilitators). Root Cause: Lack of qualified applicants that have applied for the role of teacher.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 3: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. Root Cause: Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.</p> <p>Problem Statement 5: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.</p> <p>Problem Statement 6: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. Root Cause: The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.</p>
School Context and Organization
<p>Problem Statement 1: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. Root Cause: Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.</p>

School Context and Organization
Problem Statement 2: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. Root Cause: A lack of experiences and/or exposure.
Problem Statement 3: Not all teachers are considered Highly Qualified (Two Classroom Facilitators). Root Cause: Lack of qualified applicants that have applied for the role of teacher.
Technology
Problem Statement 1: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. Root Cause: The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: By the end of the current school year, 100% of all professionals who service bilingual/ESL students in the core content areas will be highly qualified.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

High Priority

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: 100% Highly qualified staff Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 Problem Statements: Demographics 1 - Student Achievement 2, 3 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 3, 6 - School Context and Organization 1, 3 - Technology 1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual program, our campus will continue to look for highly qualified teachers who are both Bilingual certified as well as Special Education certified. Strategy's Expected Result/Impact: 100% Highly qualified staff Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 3 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2, 3, 5, 6 - School Context and Organization 1, 2 - Technology 1	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 1: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 3: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Student Achievement

Problem Statement 1: Students receiving special education services perform lower than the district on state assessments **Root Cause:** These students are usually working and performing at least two grade levels below. Their reading levels are below grade level and state assessments are written at a higher vocabulary level.

Problem Statement 2: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 3: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. **Root Cause:** The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

Problem Statement 4: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

School Culture and Climate

Problem Statement 1: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 2: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Problem Statement 3: Not all teachers are considered Highly Qualified (Two Classroom Facilitators). **Root Cause:** Lack of qualified applicants that have applied for the role of teacher.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students receiving special education services perform lower than the district on state assessments **Root Cause:** These students are usually working and performing at least two grade levels below. Their reading levels are below grade level and state assessments are written at a higher vocabulary level.

Curriculum, Instruction, and Assessment

Problem Statement 3: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

Problem Statement 5: Inexperienced teachers need additional mentorship, support, training, feedback and experiences, which can result in funneling the majority of the energy and efforts primarily towards new staff. **Root Cause:** A lack of experiences and/or exposure.

Problem Statement 6: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. **Root Cause:** The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

School Context and Organization

Problem Statement 1: Participating in a one way dual language/bilingual or ESL program and not being served in all core content areas by a teacher with required Bilingual or ESL certification. **Root Cause:** Not all teachers are Bilingual or ESL certified and teachers in Special Education Programs, often service students whose special needs are best served in a classroom of a teacher who is not yet certified in Bilingual or ESL.

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Problem Statement 3: Not all teachers are considered Highly Qualified (Two Classroom Facilitators). **Root Cause:** Lack of qualified applicants that have applied for the role of teacher.

Technology

Problem Statement 1: LEP/EB student are unable to reach the criteria to be reclassified as Non LEP/EB students. **Root Cause:** The Online TELPAS test does not adequately measure the students' progress, as the students are not fluent in using the online platform efficiently and concisely.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: During the current school year, Genoa Elementary will increase parental and/or community involvement by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide family engagement activities and community events throughout the year at a variety of times to encourage participation. Advertise in a variety of ways (notes, remind, social media,...) and publicize the events (social media, newspaper,...) to spotlight the activities. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, Counselor, Parent Coordinator Title I: 4.1, 4.2 Problem Statements: Demographics 2 - Student Achievement 5 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 4 - Parent and Community Engagement 1 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$26,179.65, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$3,383.24	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.
Student Achievement
Problem Statement 5: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.
School Culture and Climate
Problem Statement 2: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.
Curriculum, Instruction, and Assessment
Problem Statement 4: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.

Parent and Community Engagement
Problem Statement 1: High mobility rates adversely affect a student's academic growth. Root Cause: Families move often due to changing family dynamics and job changes.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

State Compensatory

Budget for Genoa Elementary

Total SCE Funds: \$570,087.00

Total FTEs Funded by SCE: 18

Brief Description of SCE Services and/or Programs

SCE funding is used for at-risk, class size reduction, intervention, health and safety, instructional materials and supplies.

Personnel for Genoa Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alcala, Alejandra	Teacher - Elementary School	1
Araujo, Macarena	Teacher - Elementary School	1
Bishop, Christie	Campus Coach - All Levels	1
Davis, Lauren	Campus Coach - All Levels	1
Duran, Maria	Teacher - Elementary School	1
Fernandez, Saul	Teacher - Elementary School	1
Garcia, Laura	Paraprofessional - Instructional	1
Gonzalez, Erika	Teacher - Elementary School	1
Kivijarv, Alije	Teacher - Elementary School	1
Lopez, Netzahualcoyotl	Teacher - Elementary School	1
Oliva, Felicia	Teacher - Elementary School	1
Olson, Denise	Nurse - All Levels	1
Perales, Diana	Teacher - Elementary School	1
Peterson, Kristi	Teacher - Elementary School	1
Puente De Macedo, Mireya	Teacher - Elementary School	1
Rivera, Elena	Teacher - Elementary School	1
Thibodeaux, Anita	Teacher - Elementary School	1
Urieta, Myrna	Paraprofessional - Instructional	1

Title I

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The comprehensive needs assessment in this document more fully explains the strengths and identified needs for the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies are available upon request.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. Learning Zones are conducted Monday - Friday for 30-50 minutes daily for grade K-4 to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Genoa are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state standards.

3.1: Annually evaluate the schoolwide plan

Genoa Elementary site based decision making team annually evaluates the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the supports, services and programs of the schoolwide program has been effective in increasing student achievement. Each year the plan is reviewed and revised based on student needs, the needs assessment and assessment results to ensure continuous improvement.

4.1: Develop and distribute Parent and Family Engagement Policy

A Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. They support parents with technology training and parenting information.

Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers.

4.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Genoa. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abigail Ortega	District Parent Coordinator		0.5
Anita Thibodeaux	Dyslexia Teacher Elementary & Middle		1
Christie Bishop	Peer Facilitator (Campus Coach)		1
Denise Olson	Nurse		1
Laura Garcia	Elementary Aides		1
Lauren Davis	Peer Facilitator (Campus Coach)		1
Myrna Urieta	Elementary Aides		1

Plan Notes

Genoa Elementary

Site Based Decision Making Team Meeting Agenda

October 19, 2023

Procedures to Gather Input from a Variety of Sources

Review the roles and procedures of the Site Based Decision Making Committee and how the SBDM Committee works to make decisions and gather advice from many sources. The Genoa SBDM team meets 3 times per year. We will consider input from all outside sources and have representation according to state laws. After each meeting we will write the minutes as a summary.

Agenda Items and Procedures

- Introduction of members
- Overview of purpose of SBDM

- Needs Assessment for Planning & Curriculum & Budget

- Final input for the 2023-24 Campus Improvement Plan – Reviewed draft of plan

- Personnel & Staffing

- Using Extended Day funds (\$4500) to hire tutor(s) at \$30 an hour

- Staff Development

- Focus trainings and planning days

- School Organization

- Access to facilities
- Professional Learning Communities
- Learning Zones

- Student Achievement

2023 State Accountability Ratings – not released yet

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	BFU	199	\$52,216.00
1	1	1	Overtime	199	\$1,136.00
1	1	1	Fixed	199	\$1,752.00
Sub-Total					\$55,104.00
Budgeted Fund Source Amount					\$55,104.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches	211	\$166,747.20
1	1	1	Title 1 Instructional Materials	211	\$19,171.68
1	1	1	Plan4Learning	211	\$550.00
1	1	2	Title 1 Instructional Paraprofessionals	211	\$57,881.20
1	1	2	Title 1 Nurse	211	\$86,365.30
1	1	2	Dyslexia & Intervention Teacher	211	\$87,977.15
4	1	1	Title 1 Parent Component	211	\$3,383.24
4	1	1	Title 1 Parent Coordinator	211	\$26,179.65
Sub-Total					\$448,255.42
Budgeted Fund Source Amount					\$448,255.42
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,272.32
Sub-Total					\$3,272.32
Budgeted Fund Source Amount					\$3,272.32
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	State Compensatory		\$570,087.00
Sub-Total					\$570,087.00
Budgeted Fund Source Amount					\$570,087.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extended Day /Tutorial		\$4,500.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,081,218.74
Grand Total Spent					\$1,081,218.74
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Genoa Elementary Safety and Security Plan

Badges

- All staff members and subs are required to wear a visible district photo ID badge.
- Visitors will be scanned by Raptor and wear a badge that is clearly visible.

Exterior Doors

- All exterior doors are to be closed and locked at all times.
- Exterior doors should not be propped open at any time to include recess.
- Staff and students will ensure the exterior doors are shut and locked properly when coming and/or leaving the building through an exterior door.
- Exterior doors will be inspected weekly by an administrator to ensure they are closing and locking properly.

Interior Doors

- The front hallway doors to the instructional wing are to be closed and locked at all times (except during arrival and dismissal, where a staff member will monitor and will close after transition).
- The doors near the reception area to the glass hallway shall remain closed at all times (except during arrival and dismissal, where a staff member will monitor and will close after transition).

Pod Doors

- The three doors on the right (when in the main hallway) are to be locked and closed.
- The far-left door (when in the main hallway) will be closed but unlocked to allow student access to various instructional areas throughout the building.
- Pod doors should not be propped open at any time.

Visitors

- Visitors will call the front office when they arrive.
- The office staff will determine if the visitor needs to enter the building.
- Visitors who need to enter the building will be escorted to the main office by a member of the office staff.
- Visitors must present an approved photo ID, which will be scanned into Raptor.
- The visitor will be given a visitor name tag with the date, who they are visiting, and/or what area of the building they will be going. Visitors are required to wear the name tag in a visible location throughout the duration of the visit.
- Visitors will return the visitor's name tag at the end of the visit and will exit through the main front doors.
- The front office staff will keep a log of the visitors in the building each day and record the time they enter and leave the building.

- Special Campus-wide Events
 - There will be an alternate check-in process for visitors attending special campus/grade level wide events to expedite visitor check in.
 - Visitors will go directly to the location of the event and will not be permitted to go to any other area of the campus without school personnel.

Trainings

- All staff are trained on district and campus specific safety procedures prior to the start of the school year.
- All staff are trained to report threats and know how to respond to threats from students, threats found in schoolwork, notes, journals, or overheard by other students prior to the start of the school year.
- The campus has a threat assessment team consisting of administrators and the counselor that has been trained and meets periodically and/or as needed to address specific student threat issues/behavior.
- All staff are trained on procedures for evacuation/fire, shelter/weather and hazmat, secure, hold, lockdown/ALICE and drills for these are completed throughout the school year.
- All staff are trained on visitor procedures including what forms of identification are allowable and under what situations visitors are allowed in the building.
- All staff and students are trained on Anonymous Alert whereby they may report incidents or suspicious activities.



Pasadena Independent School District

Golden Acres Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics



Mission Statement

Mission: We ensure that ALL will learn at high levels.

Vision: We are an empowering environment where we build life long learners.

Values: We are committed to

- Setting and holding everyone accountable with high expectations
- Collaborate with all stakeholders
- Build positive relationships
- Provide a safe and welcoming environment
- Ensure rigorous instruction
- Make all decisions based on the best interest of students

Goals: Our students will make academic growth by 3% or more in Circel, MClass and MAP assessments

Vision

Golden Acres will provide a 21st century learning environment to our students, integrating all that technology has to offer with our core values of relationship-building, high expectations, and an unwavering commitment to providing outstanding instruction delivered by highly qualified teachers.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Analyze data from various sources (MAP, Interim, MClass & STAAR) to monitor progress of each student group
- Utilize common assessments to determine individual student needs
- Provide targeted tutoring and enrichment in a consistent, timely manner
- Identify, monitor and provide support for at-risk students

Golden Acres Elementary is a Title I school serving students from Pre-K to 4th grades. The current school population is 391 students. We are currently at 91% Free and Reduced lunch. Golden Acres has two ECSE Special Education classrooms serving 3 and 4 year old students with Autism and other disabilities; elevating the percentage of students receiving Special Education services. Currently we are at 15.76%. We also have the Guidance Center which is an alternative placement for students that have been placed there by their home campus due to a serious infraction of the student code of conduct.

Ethnicity Breakdown:

Asian - 3 - 0.8%

Black - 6- 1.5%

Hispanic - 331 - 84.7%

Two or More - 3- 0.8%

White - 48 - 12.3%

Male - 208 - 53.2%

Female - 183 - 46.8%

Free/Reduced Lunch - 352 - 90%

Special Programs:

At Risk - 253 - 64.7%

Bilingual - 145 - 37.1%

LEP - 160 - 40.9%

GT - 35 - 9.0%

Sped - 53 - 13.6%

504 - 8 - 2.0%

Dyslexia - 15 - 3.8%

Demographics Strengths

- Strong Intervention process to identify students for 504, Speech and Special Education testing
- GT Assessment/Testing/Identification process
- Bilingual Classes for each grade level
- Bilingual Instructional Aides to provide tutoring and support
- Identification and monitoring of special populations (ELL, SPED, ED, GT)
- Pullout program for identified GT students
- Instructional Coaches, Intervention Teachers and Instructional Aides to provide intervention to students
- Monitor and provide interventions for all student subgroups
- Parent meeting to discuss the Title I program
- 504/Dyslexia - monitor and provide support for students
- Tutoring/Enrichment (PIE Time)
- Parent Communication in English and Spanish
- Three full-day Pre-K classes
- Fully funded after school program with up to 65 students

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Student Achievement

Student Achievement Summary

Reading Levels for the beginning of this school year. (September 2023)

Grade	Below	On	Above	On or Above
K	58%	23%	19%	42%
K Spanish	58%	23%	19%	42%
1st	68%	0%	32%	32%
1st Spanish	59%	10%	31%	41%
2nd	70%	11%	19%	30%
2nd Spanish	55%	5%	41%	45%
3rd	38%	15%	47%	62%
3rd Spanish	31%	54%	15%	69%
4th	50%	16%	34%	50%

STAAR Scores

Campus/District/State Comparisons

May 2022

Percent at Approaching (which TEA considers passing)

Grade/Subject	Campus			District			State		
	21-22	22-23 +/-		21-22 +/-	22-23		21-22	22-23 +/-	
3rd Grade Reading	79	71	-8	76%	76%	0	75%	77%	+2
3 rd Grade Reading Sp	21	50	+29	62%	68%	+6	56%	77%	+21
3 rd Grade Math	61	65	+4	64%	68%	+4	70%	73%	+3
3 rd Grade Math Sp	29	57	+28	69%	72%	+3	70%	73	+3
4 th Grade Reading	71	71	+0	75%	74%	-1	76%	78%	+2

Grade/Subject	Campus			District			State		
	21-22	22-23 +/-		21-22 +/-	22-23		21-22	22-23 +/-	
4 th Grade Math	69	64	-5	65%	69%	+4	68%	70%	+2

STAAR Scores

Campus/District/State Comparisons

May 2022

Percent at Meets

Grade/Subject	Campus			District			State		
	21-22	22-23 +/-		21-22	22-23 +/-		21-22	22-23 +/-	
3 rd Grade Reading	45	32	-13	45	46	+1	50	51	+1
3 rd Grade Reading Sp	7	7	0	28	34	+6	25	51	+26
3 rd Grade Math	28	38	+10	31	36	+5	41	44	+3
3 rd Grade Math Sp	0	21	+21	31	33	+2	42	44	+2
4 th Grade Reading	54	33	-21	47	38	-9	52	47	-5
4 th Grade Math	46	39	-7	32	41	+9	41	47	+6

Student Achievement Strengths

- GT Pullout program
- Focus and Spiraling of Essential Standards

- District Curriculum, Timeline, Resources and Assessments
- Common Planning Time
- Small Group Instruction for Reading and Math
- Targeting specific needs of students through tutoring
- PIE Time schoolwide
- Teacher staff development
- Coaching cycles with instruction coaches
- Observations of master teachers

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Every staff member is not delivering Tier 1 instruction for every student everyday, routinely and effectively. Research based instructional strategies are used inconsistently. **Root Cause:** Various reasons include student attendance, staff attendance (illness, personal days, and official school business,) need for additional training and teachers will less than three years experience.

School Culture and Climate

School Culture and Climate Summary

Golden Acres continues to support multiple initiatives to ensure campus climate and culture empowers students to become accomplished, self-directed, collaborative, life-long learners.

- Continued implementation of Positive Behavior Interventions and Supports, Safe & Civil Foundations for Positive School-wide Behavioral Management, CHAMPS, Conscious Discipline, TBSI, and CPI.
- Conduct staff, parent and student surveys
- Increase positive school image through publicity
- Implement Campus School Family meetings
- Implement Positive Office Referrals
- Celebrate student and staff achievements

School Culture and Climate Strengths

- Student and staff recognition
- Friendly, welcoming atmosphere
- Schoolwide Family Meeting Assemblies each nine weeks
- Focused on achievement and success for ALL
- PBIS Safe and Civil school
- Conscious Discipline school wide implementation
- Well maintained facilities with ongoing work orders to improve areas in need
- Student leadership opportunities including Math Gals, chess team
- Multicultural events
- Televised Announcements with positive social-emotional messages
- A.L.I.C.E. training for entire staff
- Monthly safety drills and Apps implemented for school wide safety and security.
- Optional after school enrichment including Club 11 and Chess.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers are increasingly overwhelmed and feel they are not equipped to meet the needs of the increasing numbers of students below and well below grade level. **Root Cause:** Loss of instructional time due to the long-term impacts from the COVID-19 pandemic and school closures. Many students either attended virtually or did not attend school.

Problem Statement 2: Teachers are now faced with the increasing mental health needs of students and implementing initiatives for students and themselves. **Root Cause:** Many of our families do not know or have access to resources to support the increasing social and emotional needs. Our counselor and parent coordinator are working together to provide lesson and training for students, teachers and parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Provide instructional and behavioral support through staff development, mentoring and instructional coaching
- Have a highly qualified teacher in every classroom
- Provide teachers with opportunities to complete additional certifications including GT, ESL, Aspiring Administrators.
- Create positive and supportive environment for all teachers and staff; set high expectations with accountability systems
- Provide leadership opportunities for staff growth and advancement
- Promote health and wellness among teachers and staff, fitness challenges throughout year
- Promote participation in leadership academies including Aspiring Administrators Academy
- Continue to survey and share results with stakeholders
- Provide support through mentoring and peer observations
- Review and edit website to ensure easy access to hiring information
- Possibly provide job shadowing opportunities
- Provide training for paraprofessionals and support personnel to enhance their ability to work with students
- Conduct round table discussions and focus groups to stay in tune with district and employee needs

Staff Quality, Recruitment, and Retention Strengths

- All Staff except one are Highly Qualified based on TEA guidelines
- All certified teachers have completed or are currently involved in the Texas Reading Academy to learn the Science of Teaching Reading
- All new teachers are assigned a campus mentor, participate in RISE staff development and Effective Teaching Practices.
- On site mentoring program
- Staff empowerment and decision making opportunities
- Common planning time, 55 minutes daily

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Highly qualified staff shortage adversely affects day to day operations on the campus. **Root Cause:** The increasing academic and social/emotional challenges facing educators have impacted the availability of highly qualified personnel to fill open positions, specifically in special education and other specialized areas of instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Implementation of House Bill 1416
- Provide targeted Tier I and Tier II instructional techniques, various sources of data
- Intensive Tier III instructional plans based individual needs of students
- Implement skills learned from the Texas Reading Academy
- Provide HB 1416 tutors and paraprofessionals with instructional materials / techniques to use with their students
- Provide and assist with increasing teacher's capacity to teach phonics and other foundational reading skills in grades PK-3
- Assist special education students in the general education classroom via support facilitation / co-teach model
- Assist with English Language Development instruction PK-4
- Interpreting mClass data
- Using MAP data to support instruction
- Follow district scope and sequence
- Administer district assessments and use data from assessments to drive instruction
- Use common assessments to monitor student progress
- Provide all needed resources and materials for tutoring and enrichment groups.

Curriculum, Instruction, and Assessment Strengths

- District curriculum, time-lines, assessments, and resources
- Horizontally and vertically aligned
- Team planning
- District training and professional development
- Highly qualified staff
- Easily accessible data to use to guide instructional decisions
- Differentiated instructional resources
- Team planning time to analyze data and plan for instruction
- Team collaboration and planning (PLC common planning times on weekly basis)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Golden Acres third grade Emergent Bilingual students are behind the district and state averages on the Math and Reading STAAR exams. **Root Cause:** Golden Acres EB students continue to have many gaps in foundational skills. In addition, the need for increasing consistency and rigor of Tier 1 instruction.

Problem Statement 2: Golden Acres third grade English students are behind district and state averages on Math STAAR. **Root Cause:** Due to the effects of the COVID 19 pandemic, Golden Acres students continue to have many gaps in their learning. In addition, the need for increasing consistency and rigor of Tier 1 and Tier 2 instruction.

Problem Statement 3: Golden Acres 4th grade students are behind district and state averages on Reading STAAR. **Root Cause:** Due to the effects of the COVID 19 pandemic, Golden Acres students continue to have many gaps in their learning. In addition, the need for increasing consistency and rigor of Tier 1 and Tier 2 instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement by providing more events
- Increase number of business partnerships
- Solicit input from parents on desired trainings
- Parent Coordinator training and engagement
- Providing materials in both English and Spanish for parents.

Parent and Community Engagement Strengths

Title I parent meetings and trainings

- Grade level programs
- Walk for Sight
- Fun Runs
- Family Curriculum Night events
- Family Holiday or cultural events
- Parent communication in English, Spanish, and Vietnamese
- Class Dojo, Skyward, and Automated phone call out system
- Facebook and campus webpage
- Meet the Teacher and drop of school supplies prior to school starting
- Parent / Teacher / Student Compacts
- Parent Coordinator
- GT parent meetings

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents and families are interested in more on campus events during the school day. **Root Cause:** Increased safety and security concerns as a result of ongoing nationwide violence has caused additional measures to keep schools less accessible.

School Context and Organization

School Context and Organization Summary

- Consistent school-wide implementation of Conscious Discipline and CHAMPS
- Have a secure, safe and friendly environment for all
- Review traffic patterns, arrival and dismissal procedures for safety and efficiency
- Conduct all required safety drills, including weekly door sweeps and safety audits
- Conduct daily checks for locked doors to instructional areas and grade level PODS

School Context and Organization Strengths

- Grade level common planning time
- Safe and Civil Team
- Guiding Coalition
- Organized and safe arrival and dismissal procedures
- Master Schedule
- Red Ribbon Week
- Monthly Calendars
- Team Building
- Team Leaders
- Two Instructional Coaches
- Intervention paraprofessionals trained by certified teacher for Emergent Bilingual
- Intervention Teacher
- Highly Qualified Staff
- Televised morning announcements
- Wellness program
- School supervision in the halls and cafeteria
- Health, Fitness and Nutrition emphasis
- Crisis/MERT Team
- PIE Time
- Teachers at checkpoints in the hallways in the morning
- Raptor - visitor/volunteer badges required
- Universal breakfast and lunch
- Conduct various safety drills (shelter in place, tornado, lock down, fire, etc) throughout the year.
- Door sweeps, security audits

Technology

Technology Summary

- Provide one to one devices for every student
- Embed technology into instruction to increase student usage and productivity
- Increase use of digital resources to include e-books, e-readers, research, etc.
- Increase usage of educational software as an intervention and enrichment tool
- Continue MAP testing (on-line individualized testing) for 2nd, 3rd and 4th grade (headphones/chromebooks)
- 1:1 technology
- Provide professional development on use of digital resources, Google Classroom, Seesaw
- Personalized Learning classrooms in 4th Grade

Technology Strengths

- Student and teacher access to a variety of on-line educational programs
- Device distributed to all PK-4 students
- Technology liaison
- Technology-themed staff development
- MAP assessments organized and monitored

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will improve our third and fourth grade STAAR Reading scores from the 2022-2023 school year. Scores will increase by 5 percent or more for all students, emergent bilinguals and special education subgroups. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Common and formative assessments, MAP Growth reports and STAAR Performance reports, progress/report cards.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ALL teachers with the support of district curriculum specialists and instructional coaches to model, coach and implement research based strategies and supports to increase student achievement. Strategy's Expected Result/Impact: Increased teacher knowledge and confidence and increased student learning outcomes. Staff Responsible for Monitoring: Campus administrators, district specialists and instructional coaches. TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide all teachers with opportunities to observe master teachers and allow for opportunities to have master teachers and instructional coaches model lessons and activities. Strategy's Expected Result/Impact: Teachers increased knowledge and ability to increase student learning outcomes and success. Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze Emergent Bilinguals TELPAS data to determine and pinpoint areas of growth needed in instruction and with individual students; provide corrective measures. Strategy's Expected Result/Impact: Increased student performance on TELPAS language development. Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Instructional Coaches, Bilingual Teachers, IAT, Support Staff Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,593.23, - 199 - General Fund - ESL/BIL - \$2,102, - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Extensive training to support the knowledge and expertise of teachers serving bilingual students to maximize student achievement. Staff Responsible for Monitoring: Campus and district Administration, instructional Coaches and RISE specialists. Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$417.31	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Using extended day funds, provide third and fourth grade students with 55 hours of targeted skill based reading tutorials. Strategy's Expected Result/Impact: Increased student achievement and STAAR scores Staff Responsible for Monitoring: Campus administration, instructional coaches and teachers. Funding Sources: - Extended Day/Tutorial - \$1,650	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will improve our third and fourth grade STAAR Math scores from the 2022-2023 school year. Scores will increase by 5 percent or more for all students, emergent bilinguals and special education subgroups.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Common and formative assessments, MAP Growth reports and STAAR Performance reports, progress/report cards.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to increase student achievement in math computation, vocabulary and problem solving skills. Strategy's Expected Result/Impact: Increased quality instruction at the Tier 1 and 2 levels and streamlined curriculum alignment to improve student achievement in all grade levels. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - BFU - \$123,070.33, - 211 - Title 1 A - Economically Disadvantaged Study - \$550, - 199 - General Fund - \$25,000, - 199 - General Fund - At Risk - \$2,083	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide teachers and staff with the training necessary to implement differentiated, research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction at the Tier 1 and 2 levels and streamlined curriculum alignment to improve student achievement in all grade levels. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$13,923.61, - State Compensatory Funds - \$160,458.50	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a master schedule that will provide and support common planning, PLC and data disaggregation time across all grade levels. Strategy's Expected Result/Impact: Increase researched based instruction that is aligned with district and state expectations to increase student achievement. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement a comprehensive and systematic campus-wide PreK-4th grade Advanced Academic/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/GT students. Strategy's Expected Result/Impact: Increase percentage of identified Gift and Talented students at all grade levels. All PreK-4th grade teachers will complete 30 hours of GT training Staff Responsible for Monitoring: All PreK-4th grade teachers Campus Administration GT Coordinator Funding Sources: - 199 - General Fund - GT-Program 21 - \$1,250, - State Compensatory Funds - \$80,229.25	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Using extended day funds, provide third and fourth grade students with 55 hours of targeted skill based math tutorials. Strategy's Expected Result/Impact: Increased student achievement and STAAR scores Staff Responsible for Monitoring: Campus administration, instructional coaches and teachers. Funding Sources: - Extended Day/Tutorial - \$1,650	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: During the current school year, we will increase reading levels by one year of growth for of all students.

Strategic Plan: 1.5

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Data walls, MClass and Aware reports, walkthrough documentation, small group lesson plans , progress reports, report cards.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for the Special Education subgroup including intervention students in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, RTI Team, Classroom Teachers Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Supp. High Impact-non payroll - \$1,200, - 199 - General Fund - SPED - \$707, - 199 - General Fund - \$1,896, - State Compensatory Funds - \$80,229.25	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct ongoing data talks with PLC Teams and make instructional adjustments to ensure the success and performance growth of all students. Strategy's Expected Result/Impact: Using Data binders/walls, Intervention Reports, Aware data, MAP data - Close gaps and higher student achievement. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Intervention teachers and classroom teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: 100 % of students whose parents apply for their child's placement in the 2023-2024 After-School Program and register their child, meet attendance requirements, will receive unique enrichment and academic opportunities including small group tutoring. This program is free to at least 60 Golden Acres students and runs for 116 school days. The program is designed to promote positive long-term academic and social-emotional development.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Data walls, MClass and Aware reports, walkthrough documentation, small group lesson plans , progress reports, report cards and STAAR/TELPAS reports.





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Agendas and pictures of College Week, Career Day activities, promoting senior walks and celebrations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week and encouraging teachers to promote the college attended. Strategy's Expected Result/Impact: Increased awareness of various colleges and the career opportunities available to all students Staff Responsible for Monitoring: Campus administrator, counselor, teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Promoting the importance of high school graduation by inviting seniors from area schools who attended Golden Acres to a celebration of their achievement.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Participation numbers of seniors attending the celebration and increase in district graduation rates.





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: HR Reports, district job fairs and Fronline applications.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship from master teachers and instructional coaches and meaningful staff development opportunities to all personnel as needed. Strategy's Expected Result/Impact: Increased job satisfaction from support provided, quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund - \$2,912	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in the Pasadena ISD job fair in order to recruit highly qualified teachers and staff. Strategy's Expected Result/Impact: Attendance at district job fairs will result in hiring highly qualified staff that increase student achievement and success. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Celebrate and honor staff achievements, and promote leadership opportunities to grow teachers and staff. Strategy's Expected Result/Impact: Increased teacher and staff retention on campus and within our district. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - 199 - General Fund - \$2,602	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: During the current school year, all certified teachers will be provided training and support as the Teacher Incentive Allotment is implemented to promote development of teacher skills and performance as well as to ensure higher student achievement.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: T-TESS Walkthroughs, observations, Pre/Post conferences, and staff development.





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be continued by providing at least one opportunity a month for parents and the community to be involved in campus activities, meetings, trainings and/or events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Pictures, participation surveys and sign in sheets.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for families to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Parent survey results will display positive experiences and feedback. Staff Responsible for Monitoring: Campus administrator, parent coordinator, counselor	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs including topics of bullying, attendance, lunch program, school safety and parenting resources. Strategy's Expected Result/Impact: Increased input from parent and community surveys and participation in school activities. Staff Responsible for Monitoring: Campus administrator, parent coordinator, counselor ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$13,776.06	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule a Meet the Teacher and Open House meetings during the first weeks of school to share Title 1 Information and give all parents the opportunity to connect with classroom teachers, administrators, and staff. Strategy's Expected Result/Impact: Sign-In Sheets, teacher handouts, PowerPoint with Title I information Staff Responsible for Monitoring: Campus Administrators, teachers and staff	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 1: We will increase safety and security measures by keeping all exterior doors and interior instructional areas locked at all times. Front door access will be controlled by office staff and visitors will be buzzed into the school with only access to front office.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

High Priority

Evaluation Data Sources: Weekly door sweeps and ongoing safety audits will be conducted to ensure compliance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Front door access will be controlled by office staff and visitors will be buzzed into the school with only access to front office. All staff and visitors will be required to wear district issued ID badge or Raptor visitor sticker. Strategy's Expected Result/Impact: Increased awareness and safety for all students and staff. Staff Responsible for Monitoring: Campus Administration, front office staff, all teachers and staff.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff and students to respond appropriately during a crisis. Staff Responsible for Monitoring: Campus Administrators, Medical Emergency Response Team Members (MERT)	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Ongoing safety drills including monthly fire/evacuation, semester Hold, Secure, Shelter and Lockdown drills will be completed and recorded in Raptor.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

High Priority

Evaluation Data Sources: Raptor Drill Manager

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 3: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

High Priority

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Less students with disabilities being removed to ISS, OSS, or DAEP Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: All teachers and staff will be properly trained within required timelines. Staff Responsible for Monitoring: Campus Administration and District Specialists	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

State Compensatory

Budget for Golden Acres Elementary

Total SCE Funds: \$337,483.00

Total FTEs Funded by SCE: 13

Brief Description of SCE Services and/or Programs

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Personnel for Golden Acres Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anzaldua, Caroline	Teacher - Elementary School	1
Catalan, Carla	Paraprofessional - Instructional	1
Chavero, Perla		1
Deleon, Karina		1
Garza, Diana	Teacher - Elementary School	1
Gonzales, Veronica	Teacher - Elementary School	1
Hinojosa, Lucero	Teacher - Elementary School	1
Mclaughlin, Kelly	Teacher - Elementary School	1
Medina, Veronica	Teacher - Elementary School	1
Ponce, Brigida	Teacher - Elementary School	1
Rodriguez, Eva	Teacher - Elementary School	1
Trevino, Marlene	Teacher - Elementary School	1
Wyman, Evan	Campus Coach - All Levels	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Catalan	Elementary Aides		1
Evan Wyman	Peer Facilitator (Campus Coach)		1
Kelsey Huerta	District Parent Coordinator		0.5

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		ESL/BIL	\$2,102.00
1	2	1		At Risk	\$2,083.00
1	2	1			\$25,000.00
1	2	4		GT-Program 21	\$1,250.00
1	3	1		SPED	\$707.00
1	3	1			\$1,896.00
3	1	1			\$2,912.00
3	1	3			\$2,602.00
Sub-Total					\$38,552.00
Budgeted Fund Source Amount					\$38,552.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$5,000.00
1	2	1			\$550.00
1	2	1		BFU	\$123,070.33
1	2	2			\$13,923.61
1	3	1		Supp. High Impact-non payroll	\$1,200.00
4	1	2			\$13,776.06
Sub-Total					\$157,520.00
Budgeted Fund Source Amount					\$157,520.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,593.23
1	1	4			\$417.31

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$2,010.54
Budgeted Fund Source Amount					\$2,010.54
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$160,458.50
1	2	4			\$80,229.25
1	3	1			\$80,229.25
Sub-Total					\$320,917.00
Budgeted Fund Source Amount					\$320,917.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,650.00
1	2	5			\$1,650.00
Sub-Total					\$3,300.00
Budgeted Fund Source Amount					\$3,300.00
+/- Difference					\$0.00
Grand Total Budgeted					\$522,299.54
Grand Total Spent					\$522,299.54
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District

Hancock Elementary

2023-2024 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and ***Thomas Hancock Elementary School***,
is to provide unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

- Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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Current Enrollment Summary By Ethnicity

Ethnicity	Students	Percentage
Hispanic/Latino	230	58.52%
Black or African American	132	33.59%
White	13	3.31%
Asian	10	2.54%
Two or More Races	7	1.78%
American Indian or Alaska Native	1	0.25%
Total	393	100.00%

Current Enrollment Summary By Grade Level

Grade Level	Students	Percentage
Pre-Kindergarten/Preschool	58	14.76%
Kindergarten	62	15.78%
First Grade	69	17.56%
Second Grade	68	17.30%
Third Grade	64	16.28%
Fourth Grade	72	18.32%
Total	393	100.00%

Current Enrollment Summary By Home Language

Home Language	Students	Percentage
English	247	62.85%

Current Enrollment Summary By Home Language		
Spanish	137	34.86%
Vietnamese	9	2.29%
Total	393	100.00%

Special Population Statistics by Grade 2023-2024 - All Grades

All Grades, Include ADA 0? Yes, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

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Code	Grd	Ethnicity Code								Sex		Special Program																			
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT-7	Cont Enr	Total	
All Stdnts	EE	0	1	1	0	0	0	2	0	4	0	0	4	0	0	0	0	0	0	0	0	4	3	3	0	0	0	0	0	4	
	PK	1	20	29	1	0	2	1	0	27	27	0	5	21	0	0	0	0	0	0	21	54	47	24	1	0	0	0	0	54	
	KG	3	18	37	0	0	2	2	0	29	33	0	5	16	0	0	2	1	0	0	15	62	56	20	2	0	0	0	0	62	
	01	3	23	37	0	0	0	6	0	39	30	7	9	19	0	0	0	1	1	0	17	69	62	30	3	1	0	0	0	69	
	02	0	23	42	0	0	1	2	0	32	36	2	12	23	0	0	0	3	1	0	22	68	62	28	3	0	0	0	0	68	
	03	2	22	39	0	0	1	0	0	37	27	3	6	18	1	0	1	1	0	1	16	64	55	27	4	2	0	0	46	64	
	04	1	25	45	0	0	1	0	0	42	30	3	17	23	0	0	1	0	0	1	22	72	61	52	5	8	0	0	42	72	
	Total	10	132	230	1	0	7	13	0	210	183	15	58	120	1	0	4	6	2	2	113	393	346	184	18	11	0	0	88	393	
	%	2.5%	33.8%	58.5%	0.3%	0.0%	1.8%	3.3%	0.0%	53.4%	46.6%	3.8%	14.8%	30.5%	0.3%	0.0%	1.0%	1.5%	0.5%	0.5%	28.8%	100.0%	88.0%	46.8%	4.6%	2.8%	0.0%	0.0%	22.4%	100.0%	

Student Counts as of 10/20/2023

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10/20/2023 8:50:53 AM

PARENTS AND COMMUNITY:

Parent nights focus on curriculum which gives teachers an opportunity to share academic tips and strategies that can be used at home. We host many family social events throughout the year building a sense of camaraderie with the community. In turn, our families are supportive as volunteers, mentors, and chaperones. We believe that parent involvement is vital to student success, as well as the overall success of our school. Mr. Thomas Hancock was viewed as a community ambassador. It is our goal to continually encourage parents to fully participate in their student's life by hosting informational meetings, and having fun events for families to attend. We host several parent meetings, Social and Emotional Learning, Curriculum Nights and instructional parenting classes. In addition, it is important to continue creating our school brand through social media and positive marketing.

2023-2024 We have a CURRENT mobility rate of 19.08%

THOMAS HANCOCK EL

Student Mobility Rate Report

Grade	Total	Gender		Ethnicity								Special Programs													
		F	M	A	B	H	I	P	T	W	N/A	ED	LEP	Bil	ESL	Mig	Img	Spd	504	Dys	T11	Hml	CTE	AR	GT
01	18.84	16.67	20.51	0.00	21.74	16.22	0.00	0.00	0.00	16.67	0.00	17.74	0.00	0.00	0.00	0.00	0.00	18.84	0.00	0.00	18.84	0.00	0.00	6.67	0.00
02	19.12	16.67	21.88	0.00	39.13	9.52	0.00	0.00	0.00	0.00	0.00	19.35	8.70	9.09	0.00	0.00	0.00	19.12	33.33	0.00	19.12	100.00	0.00	10.71	0.00

03	12.50	11.11	13.51	0.00	13.64	10.26	0.00	0.00	100.00	0.00	0.00	9.09	5.56	6.67	0.00	0.00	0.00	12.50	0.00	0.00	12.50	0.00	0.00	7.41	0.00
04	19.44	16.67	21.43	0.00	28.00	13.33	0.00	0.00	100.00	0.00	0.00	22.95	17.39	15.00	50.00	0.00	0.00	19.44	20.00	0.00	19.44	0.00	0.00	11.54	0.00
EE	25.00	0.00	25.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	33.33	0.00	0.00	0.00	0.00	0.00	25.00	0.00	0.00	25.00	0.00	0.00	0.00	0.00
KG	14.52	18.18	10.34	0.00	22.22	10.81	0.00	0.00	0.00	50.00	0.00	14.29	12.50	7.69	0.00	0.00	33.33	14.52	0.00	0.00	14.52	100.00	0.00	15.00	0.00
PK	31.48	29.63	33.33	0.00	30.00	34.48	0.00	0.00	50.00	0.00	0.00	34.04	47.62	50.00	0.00	0.00	0.00	31.48	0.00	0.00	31.48	0.00	0.00	41.67	0.00
Total	19.08	18.03	20.00	0.00	26.52	14.78	0.00	0.00	57.14	15.38	0.00	19.36	15.83	15.89	16.67	0.00	9.09	19.08	11.11	0.00	19.08	100.00	0.00	14.13	0.00

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10/20/2023

For the 2022-2023 school year, our mobility rate was 40.98%

THOMAS HANCOCK EL

Student Mobility Rate Report

		Gender		Ethnicity								Special Programs													
Grade	Total	F	M	A	B	H	I	P	T	W	N/A	ED	LEP	Bil	ESL	Mig	Img	Spd	504	Dys	Ti1	Hml	CTE	AR	GT
01	41.54	28.57	56.67	100.00	58.33	32.43	0.00	0.00	0.00	0.00	0.00	33.33	30.00	26.32	0.00	0.00	50.00	41.54	100.00	100.00	41.54	100.00	0.00	34.62	0.00
02	32.88	39.39	27.50	0.00	39.29	29.27	0.00	0.00	0.00	100.00	0.00	31.34	29.41	15.38	0.00	0.00	0.00	32.88	50.00	0.00	32.88	100.00	0.00	37.93	50.00
03	34.38	18.52	45.95	0.00	54.55	20.51	0.00	0.00	0.00	100.00	0.00	34.62	26.32	26.67	50.00	0.00	0.00	34.38	33.33	20.00	34.38	0.00	0.00	29.41	14.29
04	40.54	44.44	36.84	0.00	55.17	25.64	0.00	0.00	100.00	0.00	0.00	40.00	22.22	26.67	0.00	0.00	200.00	40.54	33.33	33.33	40.54	0.00	0.00	46.94	12.50
EE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KG	50.00	59.26	44.19	75.00	80.95	28.21	0.00	0.00	0.00	66.67	0.00	41.94	19.05	22.22	0.00	0.00	150.00	50.00	66.67	100.00	50.00	100.00	0.00	23.33	0.00
PK	48.39	51.28	43.48	0.00	61.90	39.47	100.00	0.00	100.00	0.00	0.00	50.00	36.84	33.33	0.00	0.00	100.00	48.39	50.00	0.00	48.39	100.00	0.00	45.45	0.00
Total	40.98	40.40	41.51	30.77	57.24	28.94	100.00	0.00	75.00	75.00	0.00	38.25	27.19	25.26	12.50	0.00	110.00	40.98	51.85	27.27	40.98	100.00	0.00	35.89	13.79

1

10/20/2023

Demographics Strengths

Demographics Strengths

- Dual Language program
- Personalized Learning- 4th grade
- Monitor and provide interventions all student subgroups
- Strong Intervention Team and process
- Parent Coordinator- partial
- Monitor and provide support for 504/dyslexia students
- Parent meeting to discuss Title 1 program
- Peer Facilitators/Title 1 paraprofessional
- PIE Time

- Fueling Brains for PreKinder

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our data demonstrates our students are not achieving academic scores expected from the state or district. **Root Cause:** We have a very high mobility our students. It has become increasingly challenging to onboard students and fill their gaps simultaneously.

Student Achievement

Student Achievement Summary

Percent at Approaching (*which TEA considers passing*)

Grade/ Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	64%	74%	50%	-24	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Sp	47%	60%	18%	-42	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	33%	45%	41%	-4	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Sp	50%	53%	52%	-1	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	48%	87%	68%	-19	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	42%	67%	39%	-28	46%	65%	69%	+4	58%	69%	70%	+1

Percent at Meets

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	42%	36%	25%	-11	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading Sp	20%	30%	0	-30	27%	28%	34%	+6	24%	25%	51%	+2
3 rd Grade Math	6%	19%	20%	+1	15%	31%	31%	=	30%	42%	44%	+2
3 rd Grade Math Sp	13%	27%	14%	-13	19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	20%	61%	28%	-33	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	11%	31%	19%	-12	18%	32%	41%	+9	35%	42%	47%	+5

Percent at Masters

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	18%	21%	12%	-9	10%	24%	15%	-9	19%	31%	20%	-11
3 rd Grade Reading Sp	13%	210%	0	-20	17%	15%	20%	+5	15%	14%	20%	+6
3 rd Grade Math	0	6%	2%	-4	5%	12%	11%	-1	14%	21%	19%	-2
3 rd Grade Math Sp	4%	13%	0	-14	7%	13%	9%	-4	5%	21%	19%	-2
4 th Grade Reading	7%	26%	13%	-13	8%	21%	14%	-7	18%	29%	21%	-8
4 th Grade Math	6%	13%	5%	-8	8%	15%	14%	-1	21%	23%	22%	-1

Student Achievement Strengths

- While our STAAR score do not reflect, our student have demonstrated growth in other areas such as developing coping skills to help with composure.
- We have been working hard to fill student learning gaps across the campus but especially in 3rd and 4th grade.
- Our new Interventionists have done a great job identifying students who need intervention.
- In 2022, our students achieved growth and earned our campus an 89!

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our current 4th graders showed less growth in math than in reading on their 3rd grade STAAR. **Root Cause:** We have three new teachers on the 4th grade team. We also experienced significant behavior concerns from students in those three classes. Last year and this year, class time was used for guidance lessons and behavior managements.

School Culture and Climate

School Culture and Climate Summary

Building a positive school culture with high expectations is a top priority. Teachers serve as leaders of the campus on the Site-Based Decision Making Committee, as team leaders, and mentor teachers. When decisions are made, teacher input is sought and valued; creating teacher buy-in is an essential component to the success of our school. Through data analysis, the Site-Based Decision Making Committee sets the goals for the upcoming school year and decides what professional development is needed. Teams work through each goal and strategy, analyzing data, and evaluating its success. If the data indicates a strategy has not been successful, this committee determines the next steps. In turn, this process helps to drive the continuous growth of our campus by focusing instruction on our goals and moving us forward. The Culture and Climate Committee meets monthly to plan events to recognize teachers and students.

School Culture and Climate Strengths

Lessons across all content areas provide integrated access to technology for students who might not otherwise have the opportunity to gain proficiency. Our teachers are knowledgeable about the relationship between literacy and technology and how it can be a powerful tool for assisting those with reading difficulties to improve student's decoding, fluency, and comprehension skills. In addition, the use of technology makes differentiation easier for teachers by providing students with access to content-area texts at many different reading levels.

Tools such as: interactive whiteboards, computer lab, wireless mobile laptops, are placed in the hands of students empowering them to easily adapt in an increasingly high-tech world. Daily announcements are shown campus wide via the broadcast system. Students are included in the broadcast and will expand to include upcoming student events, news, content vocabulary (Words of the Week), book trailers, and other reminders.

4th grade Personalized Learning: Personalized learning modality at Hancock Elementary.

Dual Language K-4th grade

PreKinder- Fueling Brains

Character Strong Curriculum

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although we consistently work on providing a positive school culture, we have a significantly high teacher turnover rate. **Root Cause:** Our teachers require an extensive amount of training in Social and Emotional Learning and also academics in order to better serve our students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Mentors are assigned to all new teachers in an effort to better prepare and retain them. New teachers and their mentors will participate in our New Teacher Academy. These training sessions will be used to acclimate new teachers to our school and district, and provide additional training and support for our campus instructional goals. To continually support new to the campus teachers, a buddy system has been established. These groups of teachers are provided a partner teacher for the school year. This teacher is often the mentor, with whom a relationship is already established. This serves to strengthen the bond between teachers and create a more cohesive faculty and staff. This year, our entire staff is new and therefore, we are all working to help one another learn about our new school, students and district.

Staff Quality, Recruitment, and Retention Strengths

At Hancock Elementary, we take pride in utilizing every opportunity to reach students through our master schedule. Each teacher receives fifty-five minutes a day for planning and conferencing. In addition, PLCs meet every nine weeks outside of teachers' conference period. Planning sessions are student-focused and data-driven. The schedule is flexible enough to allow for changes based on data analysis of academic needs and to individualize instruction. Yet, it is structured in a way that all students receive rigorous, relevant, and authentic learning experiences in all academic areas. Math and ELAR classes are scheduled for 90 minute blocks of time to provide enough time for reading/writing workshop and re-teaching opportunities. Students attend physical education every single day for 30 minutes and attend fine arts daily alternating (music and art). When meeting as a grade level team, collaborate to plan common lessons that will be taught in all like content classrooms. These planning sessions enable teachers to prepare a variety of challenging and engaging activities to be presented during each class period. Teachers create daily learning objectives that incorporate the language of the student expectations, an English Language Proficiency Standard (ELPS), and at least one of the high-payoff, research-based, higher level instructional strategies. The lessons that emerge from these sessions provide differentiated experiences for all children. Every day, children are challenged with lessons that make purposeful connections with prior knowledge and include time for student dialogue. Additionally, teachers seamlessly incorporate technology and allow students to make choices when demonstrating mastery. This collaboration in planning has consistently increased the level of instruction in all areas of the campus. All students, regardless of the experience of their teacher, receive lessons that are data-driven, content-focused, and highly engaging. During PLC, teachers from common grade levels discuss the needs of their grade level students. These meetings allow for teachers to discuss individual student performance in all aspects of school life. During PLC, adjustments are made across the content areas to help service individual children when student needs are not being met. Through MTSS, early interventions are made, allowing for immediate solutions to be implemented.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High teacher turnover and high student mobility. **Root Cause:** Our school has consistently had a high teacher turnover and high student mobility. Our biggest challenge has been onboarding new teachers and retaining them after one year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In addition to multiple-choice answers and open-responses when assessing, teachers also use rubrics to communicate the specific qualities necessary for work to be considered excellent. Students participate in project-based learning so that content is taken deeper by creating projects, using technology, and hands-on lessons to demonstrate proficiency of standards in different ways and to make connections across the content areas and to real life scenarios. These types of assessments reach learners of all levels and styles, allowing teachers to accurately assess each individual student. Data is the driving force behind all decisions. When grade levels sit down together, data is reviewed. This data disaggregation gives teachers an overall view of the strengths and weaknesses of the students they serve. As a team, teachers often decide to incorporate specific strategies and skills across the content areas. For example, reading strategies are emphasized in social studies or math content in science. The goal is for all teachers to work together to meet the needs of all students. Professional Learning Communities use structured meeting times on a weekly basis to review student performance. When student performance does not meet the required expectations, decisions are made to address the academic gaps. As a PLC, teachers decide the appropriate course of action for re-teaching. A student might be assigned tutorial sessions during the school day, known as 'Bison Time'. During the spring semester, students are given the opportunity to attend after school tutorials, providing additional instructional time for students in need. The goal is to meet the diverse needs of the individual student. The schedule on our campus allows for Professional Learning Communities (PLC's) to exist naturally on a weekly basis. During team meetings, teachers freely share instructional practices learned during district staff development. Discussions focus on making the most of each and every instructional minute. Teachers ask each other for tips on delivering the content in the most efficient manner and how to address students' needs. Teams discuss each student's successes and concerns along with how to encourage individual students to meet their potential. Teachers are kept abreast of current trends on student performance through reviews. PLC's participate in book studies.

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction, and Assessment Strengths:

- Small Group Instruction
- Use of research based practices to impact instruction
- Use of data to drive the decision making process
- AVID Strategies
- PBIS and Conscious Discipline

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers must maximize their academic time during their school day and provide intervention support. **Root Cause:** Our students are taught Social and Emotional Learning multiple times a day.

School Context and Organization

School Context and Organization Summary

Building a positive school culture with high expectations is a top priority. Teachers serve as leaders of the campus on the Site-Based Decision Making Committee, as team leaders, and mentor teachers. When decisions are made, teacher input is sought and valued; creating teacher buy-in is an essential component to the success of our school. Through data analysis, the Site-Based Decision Making Committee sets the goals for the upcoming school year and decides what professional development is needed. Teams work through each goal and strategy, analyzing data, and evaluating its success. If the data indicates a strategy has not been successful, this committee determines the next steps. In turn, this process helps to drive the continuous growth of our campus by focusing instruction on our goals and moving us forward. The Culture and Climate Committee meets monthly to plan events to recognize teachers and students.

School Context and Organization Strengths

- Provide quality professional staff development on positive, culturally responsive student and parent engagement, Safe and Civil Schools, CHAMPS, and Conscious Discipline, on developing and sustaining successful partnerships with parents, and the community, and bullying awareness.
- Conduct student, parent, and staff surveys
- Create a positive safe and inviting learning environment that is conducive to learning, where all students, parents, faculty and staff, and community members feel welcome.
- Implement a focused and purposeful planned intervention and enrichment for all grade levels to best meet the needs of all students.
- Student Leadership and Community Stewardship Opportunities
- Fire and Safety Drills
- ALICE Training
- Visitor Check In
- CATCH's effort to promote healthy lifestyle choices for students, parents, faculty, and community members.

Technology

Technology Summary

Our students utilize all district required technology: Dreambox, Istation, etc.

Technology Strengths

All students are equipped with a device.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Hancock will increase the percentage of all students approaching, meeting or exceeding grade level expectations on Reading and Math STAAR, MAP and/or mCLASS composite score by 5 % by providing rigorous, purposeful and engaging learning experiences to meet individual student needs to ensure students are ready for the future.

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: K-2 grade middle of the year progress, 1st-4th grade MAP, end of year mCLASS and 3rd-4th grade STAAR results for reading and math.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$32,099, - State Compensatory Funds - Instructional Coach - \$90,256, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$10,597.49, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze student performance data and adjust instructional strategies, resources, student grouping, and instructional materials as needed. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,500	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning, Math Fluency, PLC time and Character Strong time. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center. Strategy's Expected Result/Impact: The number of student with disabilities being removed to ISS, OSS, and Guidance Center will decrease. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: There will be 100% compliance with the Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups by 2% while providing access to grade level content and stretch learning.

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Funding Sources: - 199 - General Fund - G/T - \$2,000		Formative		
		Jan	Apr	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. In order to meet Federal guidelines for students being served in ESL, our campus will continue to send teachers to the district's ELS Institute and have them take the certification. We will also partner with RISE Team and the Multilingual Department to train teachers for whom we filed exemptions in preparation for the bilingual certification test. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Funding Sources: - 199 - General Fund - Bil/ESL - \$2,540, - 263 - Title III A - Bilingual Education, Language - \$305.05		Formative		
		Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Funding Sources: - State Compensatory Funds - At Risk - \$1,911, - 199 - General Fund - Special Ed. - \$670, - Extended Day/Tutorial - Extended Day - \$3,700, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$27,111.87	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 3: 80% of our Pre-Kindergarten students will master all of their Executive Functioning Skills (Inhibitory Control, Working Memory and Cognitive Function) and district standards by the end of the year.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Fueling Brains progress monitoring, report cards, teacher observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistent implementation of district curriculum (Scope and Sequence), Fueling Brains components, researched based strategies, and rigorous and relevant principles in all campus grade levels. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement in all grade levels in all subject areas by developing their Executive Brain Functions. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Coaches Title I: 2.4, 2.5	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure a comprehensive and systematic district-wide/campus PreK-4th grade Response to Intervention and Special Programs approach that provides support for struggling learners in order to achieve learning at high levels and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all students. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers and Intervention Team Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Classrooms will be set up to focus on the left brain, right brain and movement. Strategy's Expected Result/Impact: Students will be able to focus on different parts of their brain development and enhance their creativity and academics. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Administrators Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$1,500	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will learn self - regulation skills and independence through their work with their peers and in workstations Strategy's Expected Result/Impact: Students learn cooperation, independence and will develop in their executive functioning skills. Staff Responsible for Monitoring: Classroom Teachers, Administrators, Instructional Coaches Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities once per nine weeks.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be provided with training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Training Sign -in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: ESL - Strategy: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Increase the number of highly trained staff. Staff Responsible for Monitoring: Administrators Title I: 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual - Strategy: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Increase the number of highly trained staff. Staff Responsible for Monitoring: Administrators Title I: 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees once per nine weeks.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, we will have an increase in attendance by 3%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: End of the year attendance data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a system of parent communication for absences. Strategy's Expected Result/Impact: Increased participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, attendance clerk, teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop an individualized family plan for chronic absenteeism. Strategy's Expected Result/Impact: Increased participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$21,492.93, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,191.81	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: During the school year, we will develop parent workshops one time per semester.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Flyers, sign-in sheets, evaluations (surveys)

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish a school Parent Committee. Strategy's Expected Result/Impact: Increased parental involvement and partnerships. Staff Responsible for Monitoring: Parent Committee, Parent Coordinator Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate with the Parent Committee to create targeted parent workshops based on our school data. Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: Parent Committee, Parent Coordinator Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,078.77	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Funding Sources: - 199 - General Fund - \$688	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Hancock Elementary

Total SCE Funds: \$91,291.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

--

Personnel for Hancock Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chapa-Cantu, Niria	Teacher - Elementary School	1
Cortez, Lilly	Teacher - Elementary School	1
Garza-Gomez, Elizabeth	Teacher - Elementary School	1
Guerra, Ariana	Teacher - Elementary School	1
Perez, Claudia	Campus Coach - All Levels	1
Rey, Rosalinda	Teacher - Elementary School	1
Rost, Amber	Teacher - Elementary School	1
Salazar, Kristin	Paraprofessional - Instructional	1
Saucedo, Valeria		1
Yarbough, Arianna	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristin Salazar	Elementary Aides		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$32,099.00
1	2	1		G/T	\$2,000.00
1	2	2		Bi/ESL	\$2,540.00
1	2	3		Special Ed.	\$670.00
1	3	3			\$1,500.00
5	2	1			\$688.00
Sub-Total					\$39,497.00
Budgeted Fund Source Amount					\$39,497.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title 1 Instructional Materials	\$10,597.49
1	1	1		Plan4Learning	\$550.00
1	1	2			\$2,500.00
1	1	3			\$1,000.00
1	2	3		Title 1 Instructional Para	\$27,111.87
4	1	2		Title 1 Parent Coordinator	\$21,492.93
4	1	2		Title 1 Parent Component	\$2,191.81
4	2	1			\$500.00
4	2	2			\$1,078.77
Sub-Total					\$67,022.87
Budgeted Fund Source Amount					\$67,022.87
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$305.05

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$305.05
Budgeted Fund Source Amount					\$305.05
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Instructional Coach	\$90,256.00
1	2	3		At Risk	\$1,911.00
Sub-Total					\$92,167.00
Budgeted Fund Source Amount					\$92,167.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		Extended Day	\$3,700.00
Sub-Total					\$3,700.00
Budgeted Fund Source Amount					\$3,700.00
+/- Difference					\$0.00
Grand Total Budgeted					\$202,691.92
Grand Total Spent					\$202,691.92
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Jensen Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and ***Jensen Elementary***, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

May 2023

Teachers and parents were surveyed

September 2023

Teachers, in vertical teams, reviewed multiple pieces of data to determine areas of need as well as strengths

Areas targeted:

Demographics

Student Achievement

School Culture and Climate

Staff Quality, Recruitment, Retention

Curriculum, Instruction, Assessment

Parent and Community Engagement

School Context and Organization

Technology

Demographics

Demographics Summary

Special Population Statistics by Grade 2022-2023 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

125 - JENSEN EL

Code	Grd	Ethnicity Code								Sex		Special Program																			
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT-7	Cont Enr	Tot	
All Stdnts	PK	2	8	53	0	0	1	3	0	31	36	0	2	32	0	0	3	0	0	0	32	67	58	49	0	0	0	0	0	0	
	KG	1	11	68	0	0	5	9	0	49	45	9	7	32	0	0	2	3	0	0	30	94	84	63	1	0	0	0	0	0	
	01	1	18	76	0	0	0	3	0	54	44	13	16	33	0	0	2	1	2	0	30	98	88	64	1	0	0	0	0	0	
	02	1	16	86	0	1	6	7	0	65	52	11	12	38	0	0	1	1	4	0	36	117	103	74	5	1	0	0	0	1	
	03	2	16	72	0	0	2	11	0	56	47	19	17	34	0	0	2	1	1	0	28	103	89	62	5	5	0	0	64	10	
	04	0	18	73	0	0	0	7	0	47	51	6	21	34	0	0	2	2	0	0	31	98	87	70	6	9	0	0	67	0	
	Total	7	87	428	0	1	14	40	0	302	275	58	75	203	0	0	12	8	7	0	187	577	509	382	18	15	0	0	131	51	
	%	1.2%	15.1%	74.2%	0.0%	0.2%	2.4%	6.9%	0.0%	52.3%	47.7%	10.1%	13.0%	35.2%	0.0%	0.0%	2.1%	1.4%	1.2%	0.0%	32.4%	100.0%	88.2%	66.2%	3.1%	2.6%	0.0%	0.0%	22.7%	100.0%	

Student Counts as of 05/24/2023

Page 1 of 1

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Demographics Strengths

- Bilingual classes
- System for identifying and monitoring special populations
- Intervention process
- McKinney Vento case manager
- Contract teachers to work with students requiring targeted tutoring

Problem Statements Identifying Demographics Needs

Problem Statement 1: The data reflects a low percentage of GT students. **Root Cause:** Low number of students scoring in the appropriate range.

Student Achievement

Student Achievement Summary

STAAR Scores – JENSEN ELEMENTARY

Campus/District/State Comparison

May 2023

Percent at Approaches (*which TEA considers passing*)

Grade/ Subject	Campus			District			State		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3rd Grade Reading	58%	77%	80%	58%	76%	76%	66%	75%	75%
3rd Grade Reading Sp	78%	89%	86%	56%	62%	69%	52%	56%	54%
3rd Grade Math	40%	55%	77%	48%	64%	68%	61%	70%	72%
3rd Grade Math Sp	81%	100%	82%	52%	69%	73%	42%	70%	57%
4th Grade Reading	32%	92%	70%	51%	75%	74%	62%	76%	76%
4th Grade Reading Sp			43%			61%			51%
4th Grade Math	50%	77%	64%	46%	65%	69%	58%	68%	69%
4th Grade Math Sp			56%			66%			47%
4th Grade Writing	49%			45%			53%		

STAAR Scores JENSEN ELEMENTARY

Campus/District/State Comparison

May 2023

Percent at Meets

Grade/ Subject	Campus			District			State		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3rd Grade Reading	20%	59%	58%	25%	45%	46%	37%	50%	48%
3rd Grade Reading Sp	41%	57%	54%	27%	28%	34%	24%	25%	26%
3rd Grade Math	15%	36%	51%	15%	31%	36%	29%	41%	43%
3rd Grade Math Sp	44%	39%	50%	19%	31%	34%	14%	42%	23%
4th Grade Reading	32%	56%	39%	23%	47%	38%	35%	52%	46%
4th Grade Reading Sp			14%			41%			31%
4th Grade Math	26%	49%	35%	18%	32%	41%	34%	41%	46%
4th Grade Math Sp			22%			36%			22%
4th Grade Writing	12%			16%			26%		

STAAR 2023 – JENSEN ELEMENTARY – Special Ed Students

Grade/ Subject	Did not Meet			Approaches			Meets			Masters		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3rd Grade Reading	89	67	33	11	33	67	0	8	27	0	8	13
3rd Grade Reading Sp			N/A			N/A			N/A			N/A
3rd Grade Math	78	75	47	22	25	53	22	8	20	0	0	13
3rd Grade Math Sp			N/A			N/A			N/A			N/A
4th Grade Reading	83	30	83	17	70	17	0	30	6	0	0	0
4th Grade Reading Sp			N/A			N/A			N/A			N/A
4th Grade Math	83	50	71	17	50	29	0	30	0	0	10	0
4th Grade Math Sp			N/A			N/A			N/A			N/A

TELPAS COMPOSITE PERFORMANCE INDICATORS

22-23	Beginner			Intermediate			Advanced			Advanced High		
	Jensen	District	State	Jensen	District	State	Jensen	District	State	Jensen	District	State
Kinder	94%	76%	48%	6%	79%	31%	0%	3%	13%	0%	1%	7%
1st	48%	53%	28%	48%	33%	36%	3%	8%	21%	0%	3%	14%
2nd	24%	20%	17%	45%	55%	55%	32%	23%	25%	0%	2%	3%

3rd	0%	10%	10%	32%	42%	40%	35%	39%	38%	32%	8%	12%
4th	16%	8%	11%	35%	36%	36%	42%	44%	39%	6%	12%	14%

21-22	Beginner			Intermediate			Advanced			Advanced High		
	Jensen	District	State	Jensen	District	State	Jensen	District	State	Jensen	District	State
Kinder	77%	77%	48%	19%	18%	32%	0%	3%	13%	0%	2%	6%
1st	34%	46%	26%	62%	40%	38%	3%	9%	22%	0%	4%	14%
2nd	8%	15%	12%	61%	51%	50%	28%	30%	31%	0%	3%	5%
3rd	0%	7%	6%	37%	37%	37%	44%	41%	41%	15%	15%	15%
4th	0%	5%	7%	41%	33%	34%	41%	47%	42%	18%	14%	16%

JENSEN ELEMENTARY M CLASS DATA 2022 – 2023

Grade	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Kinder	19	14	19	12
Kinder SP	0	0	9	18
1st Grade	17	2	29	18
1st Grade SP	4	0	13	14
2nd Grade	26	13	19	18
2nd Grade SP	4	1	17	13

Student Achievement Strengths

- Monitoring student achievement with Circe Assessment for PK, M-CLASS, BAS (K-2), MAP, Running Records, progress reports, Istations, Dreambox, BOOST
- Improving our Intervention Process
- Vertical alignment of strategies
- Curriculum Night
- Common Planning time for grade levels with coaches
- Common Assessments - CFAs & CSAs
- Data and Intervention Binders
- Targeted small group instruction with contract teachers
- Guided Reading
- PIE Time
- Weekly data meetings/curriculum conversations
- LLI/Soluciones
- Targeted tutorials
- Chess club
- Robotics
- Morning Broadcast

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR data for grades 3 and 4 indicate a decrease in the number of students scoring at the meets range in 3rd reading by 1 percentage point and 4th reading by 17 percentage points. **Root Cause:** Many students had high number of absences, high mobility rate, and students arrive with academic deficits.

School Culture and Climate

School Culture and Climate Summary

Jensen Elementary has a very positive and warm climate that is conducive to learning. We are participating in the PBIS/Safe and Civil schools initiative, utilizing CHAMPS and MAC procedures and continuing with the implementation of Conscious Discipline this school year. We will continue to improve our school culture and climate through monthly family meetings for the entire campus and social gatherings for all stakeholders by May 2024.

School Culture and Climate Strengths

- Whoot Whoot Wagon, surprise treats
- CHAMPS
- Safe and Civil/ PBIS
- Student Council
- Conscious Discipline
- Well maintained school building and grounds
- Student and Staff recognition - Student of the Month and Employees of the Month
- Accelerated Reader celebrations
- Drug Free Parade - Character Dress Up Day
- Choir and Recorder performances
- Watch D.O.G.S.
- Morning Miles
- Attendance Celebrations
- Faculty and staff care about welfare and safety of students
- School Family Assemblies
- Effective Procedures
- MERT
- Emergency Procedures
- Food Drives
- Trivia Fridays
- Parents join students for lunch
- Courtesy Club Corner Store
- Birthday Celebrations
- Workout Wednesdays - early morning sessions

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Daily attendance average for students is in the low 90s. **Root Cause:** Classroom doors remain closed/locked, illnesses spread quickly, attendance zone is wide and encompasses many busy streets. If students miss the bus, they are less likely to attend school on that day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Jensen Elementary is committed to hiring and training the best teachers to help our students succeed. Each new teacher is provided a mentor and an instructional coach.

One of our main goals is to build capacity with our faculty and staff.

Staff Quality, Recruitment, and Retention Strengths

- Continuous support for all faculty and staff
- Campus mentors for new teachers
- Curriculum Conversations with grade levels
- Highly qualified teachers
- Hiring Committees
- Weekly data meetings for grade levels
- opportunities to observe veteran teachers
- We provide opportunities for paraprofessionals that are working on teaching degrees to observe teachers during the workday. This fulfills some of their observation requirements so that they can continue working while completing coursework.
- District PD sessions
- Campus PD sessions

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Unfilled special education teaching position for ABLE classroom. **Root Cause:** Limited number of candidates with special education certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district is providing our teachers with a rigorous curriculum that focuses on the TEKS. The scope and sequence encourages vertical alignment as well as common assessments that are the basis for curriculum discussions. Student progress is measured through running records, MAP scores, nine week CBAs, STAAR, BAS, M-CLASS, TELPAS, WRAP, FB Assessments, bundle and grade level common assessments that consist of formative and summative assessments.

Curriculum, Instruction, and Assessment Strengths

- Guided Reading
- Guided Math
- Phonics Curriculum
- Aligned district curriculum with instructional calendar
- Use of anchor charts
- Highly qualified instructional specialists
- Updated technology
- Two instructional coaches
- Small Group Instructor
- Common Planning Time for grade levels
- Focus Meetings
- Dyslexia and Intervention Teacher
- Common Assessments
- Weekly curriculum meetings per grade level
- Data Disaggregation/ with weekly Data Meetings
- Instructional aides - train with LLI, Heggerty, phonics
- Data binders - teachers track data
- Intervention Process
- Contract Teachers
- Connect Program - Personalized Learning
- Accelerated Reader - kindle use for class with highest weekly points
- Math Fact Fluency
- Istations, Dreambox, BOOST

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Classroom makeup reflects students with varying degrees of grade level proficiency. **Root Cause:** High transient population, poor parent participation and lack of educational experiences result in wide curriculum gaps.

Parent and Community Engagement

Parent and Community Engagement Summary

Jensen Elementary embraces family and community involvement. It is through these relationships that our students are able to participate in various activities that have a positive impact on our campus climate.

Parent and Community Engagement Strengths

- Parent Survey
- Parenting classes
- College Day
- Curriculum nights
- Meet the Teacher Night
- Open House
- Parent Volunteer Program
- Musical Programs
- Community Service Projects
- Drug Free Parade
- Book Fairs
- Graduation/End of Year Celebrations
- Parent Conferences
- Chaperones for field trips
- Turkey Trot, Color Run
- Student of the Month
- Mathematician of the Month
- Watch D.O.G.S.
- Successful fundraisers
- Reader Leaders
- Robotics
- Chess Club

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: According to the survey data with 129 parents responding, 48% of parents expressed concern over fully comprehending their child's academic progress.

Root Cause: Many parents are not available for conferences or parent workshops to discuss their child's academic progress.

School Context and Organization

School Context and Organization Summary

Daily operations, routines, and procedures ensure that we provide an orderly and safe environment for our students. This school year we have reviewed all drills within the first two weeks of the school year.

School Context and Organization Strengths

- Campus goals are aligned to district goals
- Common planning time for grade levels
- Site Based Team
- Math Instructional Coach
- Reading Instructional Coach
- Small Group Instruction Teacher
- Dyslexia and Intervention Teacher
- Contract Teachers
- Positive Environment
- Conscious Discipline
- Safe and Civil Team/PBIS
- Electronic School Calendar
- Supervision in the halls and cafeteria
- Well organized arrival and dismissal procedures
- Visitor check in system - controlled entry system for facility access
- Administrators greet students in the a.m.
- Faculty Meetings
- Broadcast System
- Safety Training & Drills

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Our campus utilizes portable buildings that require students travel in and out of the building without adult supervision. **Root Cause:** High enrollment numbers.

Technology

Technology Summary

The district has provided our campus with updated technology that will assist us as we prepare our students for the 21st century. Numerous professional staff development opportunities are available for our faculty and staff that focus on improving instruction as well as student performance. We are continuously looking for ways to increase our technological resources and engage our students in the learning process.

Technology Strengths

- 1:1 devices for all students
- Professional development for teachers
- Technician on campus 1/2 day
- Instruction focused software for reading and math

Problem Statements Identifying Technology Needs

Problem Statement 1: Aging equipment such as promethean boards and teacher computers **Root Cause:** limited funds

Priority Problem Statements

Problem Statement 1: STAAR data for grades 3 and 4 indicate a decrease in the number of students scoring at the meets range in 3rd reading by 1 percentage point and 4th reading by 17 percentage points.

Root Cause 1: Many students had high number of absences, high mobility rate, and students arrive with academic deficits.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Daily attendance average for students is in the low 90s.

Root Cause 2: Classroom doors remain closed/locked, illnesses spread quickly, attendance zone is wide and encompasses many busy streets. If students miss the bus, they are less likely to attend school on that day.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Our campus utilizes portable buildings that require students travel in and out of the building without adult supervision.

Root Cause 3: High enrollment numbers.

Problem Statement 3 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: By the end of the current school year, the number of students reading on or above grade level will increase by 5% as measured by BAS.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, progress measurement sheets, lesson plans, progress reports, report cards

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and researched based instructional practices to increase student proficiency with phonics, fluency and comprehension. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$163,381.46, - 199 - General Fund - \$45,908, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Materials - \$19,707.42, Salaries - State Compensatory Funds - \$385,367	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and weekly review of data meetings/curriculum conversations Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative		
		Jan	Apr	June
Strategy 4 Details		Formative Reviews		
Strategy 4: Ensure a comprehensive and systematic campus wide PK - 4 Response to Intervention and special programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Aide - \$58,401.04, - 199 - General Fund - At Risk - \$3,102, - 199 - General Fund - special ed - \$1,304, - Extended Day/Tutorial - extended day - \$4,600		Formative		
		Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Our campus will monitor the number of students with disabilities that are removed to ISS, OSS or Guidance Center. Strategy's Expected Result/Impact: The number of students removed to ISS, OSS or Guidance Center will decrease. Staff Responsible for Monitoring: Administrators, teachers and special ed teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Resource and intervention schedules are created so as not to interrupt the flow of instruction in the homeroom classrooms. Strategy's Expected Result/Impact: Students receive uninterrupted Tier I instruction Staff Responsible for Monitoring: teachers, coaches, special ed teachers, intervention teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: There will be compliance with the Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: By the end of the school year 2023, we will increase the number of students scoring in the meets category by 25% on STAAR.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: lesson plans, formative assessments, summative assessments, prescriptive small group instruction

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide coaching sessions for teachers on how to provide prescriptive instruction and coaches will also assist with planning Strategy's Expected Result/Impact: Teachers will be equipped with strategies that will positively impact student outcomes Staff Responsible for Monitoring: teachers, coaches, admin Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a comprehensive and systematic campus-wide PK - 4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: campus administrator, G/T coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - GT - \$1,973	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: campus administrator, LPAC Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - Bilingual/ESL - \$2,501, - 263 - Title III A - Bilingual Education, Language - \$2,606.77	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will permit degree-seeking paraprofessionals to document observations they experienced during school day for their university coursework. Strategy's Expected Result/Impact: Increase the pool of qualified teachers. Staff Responsible for Monitoring: administrators Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: All teachers will be certified Staff Responsible for Monitoring: campus administrator Title I: 2.4, 2.5	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Reduce by 25% the number of Bilingual Exceptions and/or ESL Waivers due to teachers who do not fully meet bilingual and/or ESL certification requirements serving Emergent Bilingual students.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: A bilingual instructional aide is assigned to the classroom to support the student. Strategy's Expected Result/Impact: student success Staff Responsible for Monitoring: Campus administrator, classroom teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$26,922.14, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,477.78	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop campus protocols for faculty and staff and provide regular practice drills where students will learn expectations for emergency situations in order to increase preparedness and response. Strategy's Expected Result/Impact: Faculty and staff as well as students will be well versed on how to react during an emergency or a potential emergency. Staff Responsible for Monitoring: administrators, faculty and staff Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Strategy 4 - Create a safe and welcoming climate for positive parent and student communication in social settings such as cafeteria, gym, classrooms, etc.. Strategy's Expected Result/Impact: 100% of the students will utilize social settings Staff Responsible for Monitoring: all faculty and staff Title I: 2.4, 2.6, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Jensen Elementary

Total SCE Funds: \$398,194.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

--

Personnel for Jensen Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Basoria Perez, Nancy	Teacher - Elementary School	1
Cowart, Kendra	Teacher - Elementary School	1
Flores, Erika	Paraprofessional - Instructional	1
Garza, Mirsa	Teacher - Elementary School	1
Gatica, Gabriela	Paraprofessional - Instructional	1
Haddock, Veronica	Teacher - Elementary School	1
Hernandez, Jamie	Teacher - Elementary School	1
Hickman, Juliana	Teacher - Elementary School	1
Mcduff, Shannon	Campus Coach - All Levels	1
Pfleghaar, Kristi	Campus Coach - All Levels	1
Resendez, Reynaurora	Teacher - Elementary School	1
Rodriguez, Anabelle	Teacher - Elementary School	1
Sanchez, Jessica	Teacher - Elementary School	1
Slater, Jessica	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Areli Cardenas	District Parent Coordinator		0.5
Erika Flores	Elementary Aides		1
Gabriela Gatica	Elementary Aides		1
Kristi Pflgebraar	Peer Facilitator (Campus Coach)		1
Shannon McDuff	Peer Facilitator (Campus Coach)		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$45,908.00
1	1	4		At Risk	\$3,102.00
1	1	4		special ed	\$1,304.00
1	2	2		GT	\$1,973.00
1	2	3		Bilingual/ESL	\$2,501.00
Sub-Total					\$54,788.00
Budgeted Fund Source Amount					\$54,788.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Plan4Learning	\$550.00
1	1	1		Instructional Coach	\$163,381.46
1	1	1		Instructional Materials	\$19,707.42
1	1	4		Title I Instructional Aide	\$58,401.04
4	1	2		Title 1 Parent Coordinator	\$26,922.14
4	1	2		Title 1 Parent Component	\$3,477.78
Sub-Total					\$272,439.84
Budgeted Fund Source Amount					\$272,439.84
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$2,606.77
Sub-Total					\$2,606.77
Budgeted Fund Source Amount					\$2,606.77
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries		\$385,367.00
Sub-Total					\$385,367.00
Budgeted Fund Source Amount					\$385,367.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		extended day	\$4,600.00
Sub-Total					\$4,600.00
Budgeted Fund Source Amount					\$4,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$719,801.61
Grand Total Spent					\$719,801.61
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Jessup Elementary
2023-2024 Campus Improvement Plan

Mission Statement

Jessup Elementary is an outstanding school where all members of the community realize academics, character, and relationships are equally important as student success.

Our mission: To educate the whole child, while making sure all students are learning at high levels.

Vision

Our Vision is for parents, teachers, and students to create a safe learning community where all children have the opportunity to reach their individual potential.

We Believe that:

Each child deserves the opportunity to have his or her individual needs met in a safe, educationally rich environment.

Teachers educate the whole child by maintaining high expectations, building relationships, teaching and modeling social emotional skills, and addressing individual needs.

Students learn at high levels when they are engaged in the lesson, thinking critically, being challenged, and applying what they have learned.

Parents play an important role in their child's education by being supportive and encouraging as well as by being an active partner with the school.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable, and allocable under federal regulations. It is in compliance with the federal supplement, not a supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jessup Elementary is a Title 1 school. As of October 12, 2023, our enrollment consists of 364 students. Our demographics are as follows:

Demographic	Number of Students	Percentage of Students
Females	183	50.27%
Males	181	49.73%
Hispanic	285	78.30%
Black	60	16.48%
White, Asian, & Other	19	5.22%
Free & Reduced		%
LEP	147	40.38%
Bilingual Education	141	38.74%
G/T	22	6.04%
At Risk		%
504	6	3.74%
504 Dyslexia	3	1.65%
Special Education	60	16.48%

Our Enrollment numbers, by grade, are as follows:

Grade Level	Number of Students
Early Childhood Special Education	14
Pre-K	44
Kindergarten	58
First Grade	65
Second Grade	55
Third Grade	69
Fourth Grade	59
Total	364

High mobility rates

Of our 59 4th grade students, 31 of our students started either PK or Kindergarten at Jessup Elementary.

English PK	3 students
Bilingual PK	15 students
English K	10 students
Bilingual K	3 students

Demographics Strengths

Priorities

- Provide academic support for our Bilingual students so that English reading levels are closer to grade level by the conclusion of 3rd grade.
- Provide additional academic supports for Tier I and Tier II instruction so that the number of students meeting grade level standards as measured by STAAR in 3rd & 4th grade Reading and Math increases.
- Provide additional academic supports for Tier I and Tier II instruction so that the number of students making a year or more of progress as measured by MAP in 2nd, 3rd, and 4th grade Reading and Math increases.
- Provide additional academic supports for Tier I and Tier II instruction so that the number of students making "expected progress" as measured by STAAR in 4th grade Reading and Math increases.
- Use running records and other assessments in order to determine individual needs of students in order to increase number of students on grade level appropriate reading level by the end of 3rd grade.

Demographics Strengths

- Bilingual classes
- Identification and monitoring of special populations (ELL, AA, Special Ed, Educationally Disadvantaged, and G/T)
- Identifying, monitoring, and providing support for at-risk students
- Using common assessments to determine individual needs of students
- Provide tutoring and enrichment in a timely manner (via PIE time)
- Monitor and provide interventions for all student subgroups Intervention team / RTI process
- PIE time scheduled for each grade level K-4
- McKinney Vento case manager
- Monitor and provide support for 504/dyslexia students
- Monitor and provide support for special education students served in the general education classroom
- Monitor and provide support for special education students served in self contained special education classrooms
- Extended Day
- Parent communication in English and Spanish
- CIS Partnership
- Grant-funded VOCA counselor
- Bilingual Parent Coordinator
- Full-time School Counselor

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely influence academic growth. **Root Cause:** Due to high rates of mobility, high rates of absenteeism, and unstable schooling due to COVID-related and other factors, many students have gaps in learning and lack mastery and/or sufficient exposure to essential standards.

Student Achievement

Student Achievement Summary

STAAR	APPROACHES	APPROACHES	APPROACHES	APPROACHES	MEETS	MEETS	MEETS	MEETS	MASTERS	MASTERS	MASTERS	MASTERS
Jessup Elementary	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
3RD READING	69%	52%	68%	62%	23%	12%	43%	27%	20%	4%	25%	5%
3RD MATH	63%	29%	55%	58%	25%	0%	36%	28%	11%	0%	14%	11%
3RD READING SPANISH	76%	60%	65%	56%	50%	24%	29%	32%	30%	12%	21%	21%
3RD MATH SPANISH	84%	34%	62%	74%	42%	6%	24%	31%	22%	2%	9%	11%
4TH READING	69%	49%	65%	71%	28%	21%	33%	39%	6%	5%	11%	14%
4TH MATH	72%	39%	47%	51%	29%	11%	15%	33%	7%	4%	3%	6%

STAAR GROWTH

SUBJECT	District Change 22:23	Jessup Change 22:23
3rd Reading @ Approaches	+0	-6
3rd Reading @ Meets	+1	-16
3rd Reading @ Masters	-9	-20
3rd Lectura @ Approaches	+6	-9
3rd Lectura @ Meets	+6	+3
3rd Lectura @ Masters	+5	+0

Subject	District Change 22:23	Jessup Change 22:23
3rd Math @ Approaches	+4	+3
3rd Math @ Meets	+5	-8
3rd Math @ Masters	-1	-3
3rd Matematicas @ Approaches	+3	+12
3rd Matematicas @ Meets	+2	+7
3rd Matematicas @ Masters	-4	+2

Subject	District Change 22:23	Jessup Change 22:23
4th Reading @ Approaches	-1	+6
4th Reading @ Meets	-9	+6
4th Reading @ Masters	-7	+3
4th Math @ Approaches	+4	+4
4th Math @ Meets	+9	+18
4th Math @ Masters	-1	+3

STAAR DISTRICT RANKING (MEETS)

Subject	District Rank	District Average	Jessup Average	District Rank	District Average	Jessup Average
STAAR	2022	2022	2022	2023	2023	2023
3rd Reading	19/36	45	43	34/36	46	27
3rd Lectura	14/33	28	29	18/32	34	32
3rd Math	11/36	31	36	21/36	36	28
3rd Matematicas	22/32	31	24	14/31	33	31
4th Reading	33/36	47	33	13/36	38	39
4th Math	34/36	32	15	29/36	41	33

ACCOUNTABILITY RATING (OVERALL RATING = To Be Determined possibly by November 2023)

Domain	Raw Score Calculation	Scaled Score
1: Student Achievement		
2A: Growth		
2B: Relative Performance based on % ED		
3: Closing the Gaps		

= (Best of D1, D2A, & D2B X 70%) + (D3 X 30%)

% Educationally Disadvantaged = 96.1

TELPAS (Students who Progressed at least One Level)

Grade Level	Students	Percentage	Students	Percentage
	2022	2022	2023	2023
First	14/46	30%		
Second	25/42	60%		
Third	19/40	48%		
Fourth	17/50	34%		

out of = % progressed at least one level (Target = %)

MAP Growth (FALL to SPRING)

Subject	School Growth Percentile	School Growth Percentile
	2022	2023
2nd Grade Math	57%tile	53%tile
3rd Grade Math	90%tile	61%tile
4th Grade Math	97%tile	38%tile
2nd Grade ELAR	39%tile	40%tile
3rd Grade ELAR	56%tile	34%tile
4th Grade ELAR	75%tile	28%tile

40-60% = Standard Year's Growth; More than 60% = More than a Year's Growth

MAP Achievement

Subject	Achievement Fall 2022	Achievement Spring 2023	Achievement Fall 2023
Gr. 1 Math	--	--	34%tile
Gr. 1 ELAR	--	--	28%tile
Gr. 1 SLAR	--	--	68%tile
Gr. 2 Math	32%tile	32%tile	35%tile
Gr. 2 ELAR	23%tile	12%tile	43%tile
Gr. 2 SLAR	67%tile	54%tile	58%tile

Subject	Achievement Fall 2022	Achievement Spring 2023	Achievement Fall 2023
Gr. 3 Math	31%tile	41%tile	40%tile
Gr. 3 ELAR	39%tile	34%tile	23%tile
Gr. 3 SLAR	50%tile	62%tile	69%tile
Gr. 4 Math	43%tile	34%tile	46%tile
Gr. 4 ELAR	56%tile	44%tile	37%tile
Gr. 4 SLAR	17%tle	58%tile	--

End Of Year Reading Levels Campus to District Comparison Chart

Grade Level	District On or Above Level	Jessup On or Above Level	District On or Above Level	Jessup On or Above Level
	2022	2022	2023	2023
Kindergarten English	53%	62%	52%	58%
Kindergarten Bilingual	60%	61%	61%	69%
First Grade English	40%	30%	42%	50%
First Grade Bilingual	52%	59%	50%	57%
2nd Grade English	54%	59%	59%	56%
2nd Grade Bilingual	60%	46%	64%	49%
3rd Grade English	51%	27%	54%	38%
3rd Grade Bilingual	56%	44%	60%	51%

Student Achievement Strengths

Celebrations

- Kindergarten & First Grade English & Spanish Reading Levels above the District Level
- 3rd Grade Math MAP growth percentile above 60%tile
- 3rd Grade Spanish STAAR Reading & Math increased percentage of students scored as Meets
- 4th Grade STAAR Reading & Math increased percentage of students scored as Meets

Challenges

- 2nd Grade Spanish Reading Level below the District Level
- 3rd Grade English & Spanish Reading Level below the District Level
- 3rd Grade ELAR growth percentile below 40%tile
- 3rd Grade STAAR Math increased percentage of students scored as Approaches, but decreased students scored as Meets
- 3rd Grade STAAR Reading decreased percentage of students scored as Approaches and Meets
- 3rd Grade STAAR Reading well below district Meets average (19 percentage points)
- 4th Grade Math & ELAR MAP growth percentile below 40%tile
- 4th Grade STAAR Math increased percentage of students scoring Meets, but is well below district Approaches average (18 points)
- 2nd Grade ELAR Achievement below 25%tile

Priority Goals:

1. 2022-23 Reading Levels will increase by 5% by 2023-24 End of Year BAS reading assessments

- **Strategies Brainstormed by Site Based Decision Making Team**
 - Place higher emphasis on word work (phonics, phonemic awareness, alphabetic principle, fluency & decoding)
 - Emphasize mastery of essential / foundational skills (make this the focus of Tier 1 small group instruction, Tier 2 & Tier 3 instruction)
 - Tighter communication between teachers working with students receiving Tier 2 and Tier 3 instruction
 - Incentives for independent reading / create a culture of reading by increasing independent reading / model independent reading / emphasize the joy of reading
- Increase reading levels and stamina
- Structure PLTs to meet the needs of students to help them reach learning targets
- Teachers sharing effective strategies at PLTs
- Intervention instruction focused on essential skills
- Instructional rounds w/ admin and coaches
- Coaching cycle for struggling teachers

- 9 week planning w/ campus coaches
- Focus on how to group students for small group instruction

2. Increase 2022-23 STAAR Meets percentage in 3rd & 4th grade Reading and Math by 5 % in the 2023-24 STAAR assessments

- **Strategies Brainstormed by Site Based Decision Making Team**
 - Online practice with new assessment questions; online test taking strategies
 - Define essential skills and push to mastery
 - Increase reading levels and stamina
 - Analyze the skills students are missing who scored Approaching to increase score to Meets
 - Structure PLTs to meet the needs of students to help them reach learning targets / goals; create checklists; take a close look at TEKS
- Teachers sharing effective strategies at PLTs
- Intervention instruction focused on essential skills
- Instructional rounds w/ admin and coaches
- Coaching cycle for struggling teachers
- 9 week planning w/ campus coaches
- SEL instruction w/ Counselor; building relationships
- SEL Project CLASS to help with self control and focus
- Relationship building with students so they are open with needs that we may not know about
- SEL school family assemblies (outside of EAFK) to show that regardless of what is happening at home, we are here for you. (celebrating new students, birthdays, etc.). Start w/ announcements and plan out family assemblies.
- Academic Excellence recognition - 9 week honor and merit. Slips. Classroom tests.
- Perfect attendance - Recognized more often. Name in a box - prizes.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading level data shows we are making good gains in some grade levels, but other grade levels are below district averages. **Root Cause:** Root causes in which we had no control: COVID-disrupted schooling, attendance rates, high mobility rates, academic history issues (lack of educational opportunity due to lack of schooling), and students missing PK & K school years.

Problem Statement 2 (Prioritized): Reading level data shows we are making good gains in some grade levels, but other grade levels are below district averages. **Root Cause:** Root causes in which we had some control: more focus needed on essential / foundational standards; more focus needed on background knowledge (schema) in Science & Social Studies; more planning / understanding of new ELAR TEKS; more understanding of "STR"; & higher levels of student engagement.

Problem Statement 3 (Prioritized): Student Achievement STAAR (Domain 1) is potentially at an D level. **Root Cause:** Root causes in which we had no control: COVID-disrupted schooling, attendance rates, high mobility of our students, & academic history issues (lack of educational opportunity due to lack of schooling). Root causes in which we had some control: same root causes as noted in problem stmt 2; more focus needed with online testing skills, essential standards, and basic computer skills.

School Culture and Climate

School Culture and Climate Summary

Jessup Positive Behavioral Interventions & Supports (PBIS) 2022-23 Staff Survey Results indicate staff is satisfied with the overall climate at Jessup.

Jessup collected 68 responses to the **2022-23 Parent Survey**. Of the 18 questions questions, parents agreed / strongly agreed / neutral 90% or higher in 16 out of the 18 questions. 20% of parents disagreed that the school provides opportunities to volunteer, 12% disagreed the school invites them to participate in school activities, 16% disagreed the school provided enrichment that allows students to explore topics they are interested in, and 37% of parents disagreed their child is learning about options for college and careers.

Office Referral Data - There were 71 office referrals for the school year. The three areas with the most referrals were: fighting (spectator) - 17, disruption in the classroom - 15, and inappropriate conduct / verbal - 11.

46 Staff Members responded to PBIS survey. One of the questions asked, "What best describes how you believe students respect one another?" The responses were as follows:

- 28% say 90% or more of my students respect each other the majority of the time
- 43% say 75-89%
- 23.9% say 50-74%
- 4.3% say 25-49%
- 0% say 0-24%

School Culture and Climate Strengths

Priorities

- Increase parent volunteerism / involvement
- Increase parent awareness of our career and college events and activities
- Improve student behavior during instructional time
- Equip students with the skills needed to treat each other with respect
- Increase positive behavior on the school bus

Strengths

- Mission, vision and belief statements created by Jessup staff
- Student & staff recognition
- Friendly, family oriented atmosphere
- Early Act First Knight (EAFK) character program (announcements, student specific recognitions, assemblies)
- Jessup Character Pledge
- Rotary Club - 4 Way Test
- Courtesy Committee
- Wellness Committee
- PBIS Committee
- Multicultural Committee
- Music Performances
- Art Event
- Jessup "Boo Bash"
- Grandparent Breakfast
- Lunch with a Loved One
- Track & Field Events
- Meet the Teacher (before school) Event
- Open House
- Report Card Pick-Up / Explanation Event
- Book Blast Parent Event for PK-4 (literature, math and SEL activities)
- Fitness Nights
- Health Fair
- Jessup Family at the Park Event
- Implementation of Safe & Civil, Conscious Discipline and CHAMPS techniques
- Positive School Image (social media)
- CIS, VOCA, School Counselor, & Parent Coordinator supportive of specific student needs
- The school environment is welcoming and supportive of all children
- "Parent Nest" parenting classes & trainings frequently offered by Jessup's Parent Coordinator
- Starts with Hello week
- Red Ribbon week
- Dr. Seuss Read Across America week
- College week
- End of Year Award Celebration Assemblies Pk-4
- Career Day

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The PBIS staff survey indicated students not being respectful to one another is an area of concern. **Root Cause:** Some students lack the social emotional skills to resolve issues in a more agreeable fashion.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities

- Retain teachers hired to build consistency in instructional programs.
- Provide support through mentors, instructional coaches and professional development.
- Provide designated 9 week planning days for all homeroom teachers; plan out instruction for the 9 weeks, take a close look at TEKS, and designate essential standards
- Encourage collaborative PLT meetings among teammates which focus on data, student needs, rehearsing instructional strategies
- When self-contained special education classroom teacher positions become available, attempt to recruit bilingual certified teachers to fill them
- Several new teachers are working through the TRA
- One teacher is working on becoming fully certified prior to March 31, 2024

Staff Quality, Recruitment, and Retention Strengths

- All first year teachers are provided mentors.
- Teachers stay current with research based instructional strategies through staff development.
- Instructional campus coaches support teachers.
- All Paraprofessionals are appropriately certified.
- All but one teacher is 100% certified.
- Courtesy Committee.
- Teacher Teams work and support one another.
- Professional Development (at district and school levels).
- Teacher empowerment to make decisions for what is best for his or her students.
- Teacher empowerment to make adjustments to lesson design in order to meet the needs of his or her students.
- Teachers encouraged to provide feedback in regards to what is and is not working.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teachers within their first few years in the profession are on a steep learning curve in regard to highly effective instructional strategies and effective classroom management abilities. **Root Cause:** New teachers are often not provided with a comprehensive coaching cycle.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities

- Implementation of House Bill 1416
- PIE time in K-4 master schedule focusing on essential standards / foundational skills
- Provide targeted Tier I and Tier II instructional techniques
- Implement skills learned from the Texas Reading Academy
- Provide tutors and paraprofessionals with instructional materials / techniques to use with their students
- Provide and assist with increasing teacher's capacity to teach phonics and other foundational reading skills in grades PK-3
- Assist special education students in the general education classroom via support facilitation / co-teach model
- Assist with English Language Development instruction PK-4
- Interpreting mClass data
- Using MAP data to support instruction
- Frequent Data Talks within the PLT framework
- Increase student online testing skills
- Increase collaboration of ELAR teachers as they work through integrated Reading & Writing TEKS
- Increase integration of Science & Social Studies with ELAR

Curriculum, Instruction, and Assessment Strengths

- Continue to administer common assessments and use data from assessments to drive instruction
- Continue to use common assessment to monitor student growth
- Continue to use various sources of data to develop tutoring and enrichment groups
- Continue to have campus coaches support grade level teams
- Continue to have team discussions about district curriculum, time-lines, assessments, and resources
- Team collaboration and planning (PLT common planning times on weekly basis)
- Attendance at district trainings and professional development
- Instilling a Growth Mindset in our students

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Student Achievement STAAR (Domain 1) is potentially at an "D" level. **Root Cause:** Jessup students have many gaps in their learning which have been caused by high mobility, student absenteeism, and interrupted learning due to COVID related reasons.

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities & Next Steps (Based on Principal / Parent Coordinator Program Evaluation)

- Increase parental and community involvement through volunteerism
- Increase attendance at parent trainings
- Increase number of business / community partnerships
- Increase attendance rate with all students
- Parent Coordinator will present anecdotes / positive stories from parent engagement events involving Jessup parents
- Parent Coordinator will set up a Parent Volunteer classroom
- Increase parent attendance in Raising Highly Capable Kids program (offered F2F & Zoom) in both English and Spanish

Average Daily Attendance

2021-22

2022-23

Early Childhood	91.78%	90.08%		
PK	89.68%	90.29%		
Kinder	89.41%	92.22%		
First Grade	90.55%	92.06%		
Second Grade	90.91%	92.25%		
Third Grade	92.02%	93.19%		
Fourth Grade	93.04%	93.64%		

TOTAL for the 21-22 School Year = 91.13%

TOTAL for the 22-23 School Year = 92.50%

Parent and Community Engagement Strengths

- Fitness Events with Parents
- Field Day K-4
- Art Event with Parents
- Jessup Night at the Park Event
- CYCLE 2nd Grade Bicycle Program
- Grade Level Music Performances
- Breakfast & activities with grandparents
- Field Trips
- Book Fairs with extended hours

- Curriculum Blasts for all grade levels (math and social emotional learning is integrated into this event)
- End of Year Award Ceremonies
- Class Parties (December and End of School)
- Red Ribbon Week
- Health Fair
- The Giving Tree
- Title 1 Parent meeting
- Parent Orientation Meeting / Open House
- Beginning of the Year Parent Conferences
- Parent, Teacher, Student Compacts
- Report Card Pick Up Night during first 9 weeks
- Parent Volunteer Meeting
- Career Day
- College Week
- Parent communication in English and Spanish
- Communities in School
- VOCA (CIS)
- School Counselor
- WAVE Clinic
- Community Resources
- School Website
- Face Book and Remind used to promote school events
- Partnership with Dobie Key Club (help at major community events)
- Partnership with Dobie High School Future Teachers
- EAFK - parents invited to see child awarded good character recognition Jessup Character Traits
- Community Partnerships with Southwest Airlines, CT Church, Frost Bank, Deer Park and Hobby Area Rotary Clubs
- Parent education classes via Parent Nest coordinated by Parent Coordinator
- Teacher Peek of the Week, Remind, Facebook

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low participation rates at adult education events. **Root Cause:** Parents indicate interest in adult education when filling out the Parent Survey, but when it is scheduled, parents may lack the time or motivation to attend the event.

Problem Statement 2 (Prioritized): Low rate of parent and community volunteerism. **Root Cause:** Parents may lack the time or motivation to volunteer.

Problem Statement 3 (Prioritized): Low student attendance rate. **Root Cause:** Parents are more apt to keep students when showing any symptoms of illness.

School Context and Organization

School Context and Organization Summary

Priorities

- PBIS Committee - Seek feedback and work collaboratively with committee members in order to increase the safety of the school, as well as addressing and responding to the particular behavioral needs of the student population
- Increase capacity of MERT committee members
- Conduct weekly exterior door audits
- Conduct weekly interior door audits
- Review & Revise Safe and Civil School components
- Increase overall score on Benchmarks of Quality survey
- Implement Restorative Circles

School Context and Organization Strengths

- Safe and Civil Schools
- Levels of Behavior Clearly Defined
- PBIS Committee
- Social emotional learning based announcements
- Bully awareness
- Fire and emergency drills
- School-specific, written emergency plan
- Visitor check in system
- MERT committee
- Community Health Fair
- School-wide character building program (EAFK)
- Project CLASS implementation
- Counselor guidance lessons
- Counselor student groups
- Partnership with PALS (Officer Triplett)
- CIS student groups
- VOCA counseling
- Parent resources
- Clearly defined and shared duty schedules

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students lack basic social and behavior skills. **Root Cause:** Not enough emphasis is put on proactively teaching students social and behavior skills across a variety of settings.

Technology

Technology Summary

Priorities

- Increase capacity of students to take the STAAR on-line
- Increase capacity of students to do basic keyboarding skills (typing)
- Increase student usage of Dreambox and use the reports to help pinpoint instructional needs
- Increase understanding of mClass assessments
- Increase capacity of using MAP data reports to help pinpoint instructional needs

Technology Strengths

- Student and teacher access to a variety of on-line educational programs
- Device distributed to all PK-4 students
- Technology liaison
- Technology-themed staff development
- MAP assessments organized and monitored
- Online STAAR assessments organized and monitored

Problem Statements Identifying Technology Needs

Problem Statement 1: All of the available technologies (software, learning websites) are not being used with fidelity. **Root Cause:** There are so many programs available that it is difficult to prioritize how each program can be used in the classroom.

Priority Problem Statements

Problem Statement 1: Student Achievement STAAR (Domain 1) is potentially at an D level.

Root Cause 1: Root causes in which we had no control: COVID-disrupted schooling, attendance rates, high mobility of our students, & academic history issues (lack of educational opportunity due to lack of schooling). Root causes in which we had some control: same root causes as noted in problem stmt 2; more focus needed with online testing skills, essential standards, and basic computer skills.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Reading level data shows we are making good gains in some grade levels, but other grade levels are below district averages.

Root Cause 2: Root causes in which we had some control: more focus needed on essential / foundational standards; more focus needed on background knowledge (schema) in Science & Social Studies; more planning / understanding of new ELAR TEKS; more understanding of "STR"; & higher levels of student engagement.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The PBIS staff survey indicated students not being respectful to one another is an area of concern.

Root Cause 3: Some students lack the social emotional skills to resolve issues in a more agreeable fashion.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Student Achievement STAAR (Domain 1) is potentially at an "D" level.

Root Cause 4: Jessup students have many gaps in their learning which have been caused by high mobility, student absenteeism, and interrupted learning due to COVID related reasons.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Teachers within their first few years in the profession are on a steep learning curve in regard to highly effective instructional strategies and effective classroom management abilities.

Root Cause 5: New teachers are often not provided with a comprehensive coaching cycle.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Low student attendance rate.

Root Cause 6: Parents are more apt to keep students when showing any symptoms of illness.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Low participation rates at adult education events.

Root Cause 7: Parents indicate interest in adult education when filling out the Parent Survey, but when it is scheduled, parents may lack the time or motivation to attend the event.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Low rate of parent and community volunteerism.

Root Cause 8: Parents may lack the time or motivation to volunteer.

Problem Statement 8 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: As compared to the end of year levels from the 2022-23 school year, the number of K - 3 students reading on or above grade level will increase by 5% as measured by the 2023-24 End of Year BAS (Benchmark Assessment).

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: BAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will place a greater instructional emphasis on foundational reading skills such as alphabetic principle, phonemic awareness, phonics, decoding and fluency. Strategy's Expected Result/Impact: Student reading levels will increase. Staff Responsible for Monitoring: ELAR Campus Coach, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Tighter communication and progress monitoring between ELAR teachers, Intervention teachers and Paraprofessionals in regards to student mastery of foundational / essential reading skills as well as focusing on how to best group students for small group instruction. Strategy's Expected Result/Impact: Student reading levels will increase. Teacher knowledge of students' reading strengths and weaknesses will increase. Staff Responsible for Monitoring: ELAR Campus Coach, ELAR Teachers, Intervention Teachers, & Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative		
		Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Reading level data shows we are making good gains in some grade levels, but other grade levels are below district averages. Root Cause: Root causes in which we had some control: more focus needed on essential / foundational standards; more focus needed on background knowledge (schema) in Science & Social Studies; more planning / understanding of new ELAR TEKS; more understanding of "STR"; & higher levels of student engagement.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Compared to 2022-23 STAAR data, the percentage of students at "meets" in STAAR Reading & Math for 3rd & 4th grade will increase by 5% as measured by 2023-24 STAAR data.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





HB3 Goal

Evaluation Data Sources: Longitudinal STAAR data reports, Campus Based Evaluations, District Based Evaluations & Mock STAAR data reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tier 1, Tier 2, Tier 3, and Special Education instruction grades PK-4 will emphasize best practices on essential, grade level skills.</p> <p>Strategy's Expected Result/Impact: Increase of teacher expertise on grade level essential standards. Increase of students meeting and mastering grade level essential standards.</p> <p>Staff Responsible for Monitoring: Teachers, Special Education Teachers, Intervention Teachers, Paraprofessionals, Campus Coaches & Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Title Report (Plan 4 Learning) - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Title I Instructional Paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study - \$62,040.90, Title I Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$152,499.09, Title 3 Campus Instructional Funds (supplies & materials) - 263 - Title III A - Bilingual Education, Language - \$2,606.77, Title 1 Instructional Funds (materials & supplies) - 211 - Title 1 A - Economically Disadvantaged Study - \$8,325.27, 199 BFU (materials & supplies) - 199 - General Fund - \$34,558, 199 Overtime - 199 - General Fund - \$934, 199 Fixed (materials & supplies) - 199 - General Fund - \$1,752, 199 At Risk (materials & supplies) - 199 - General Fund - \$2,713, 199 Bilingual (materials & supplies) - 199 - General Fund - \$2,691, 199 G/T (supplies, materials, & substitutes) - 199 - General Fund - \$1,586, 199 Special Education (materials & supplies) - 199 - General Fund - \$1,227, Extended Day / Tutorials - Extended Day/Tutorial - \$3,400, State Compensatory Funds - State Compensatory Funds - \$339,379</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Refine structure of grade level PLT meetings by doing the following: 1) teachers take a larger role in running the PLT meetings, 2) teachers demonstrate to one another best instructional practices, & 3) teachers and campus coaches work together during 9 week planning days to create lesson plans, develop the instructional calendar and review assessments in order to assist with backwards planning.</p> <p>Strategy's Expected Result/Impact: Teachers will be in more control of the PLT process.</p> <p>Staff Responsible for Monitoring: Campus Coaches & Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Title I Instructional Funds (substitutes for teacher planning days) - 211 - Title 1 A - Economically Disadvantaged Study - \$5,280</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Administrators & Campus Coaches will conduct instructional rounds.</p> <p>Strategy's Expected Result/Impact: Better alignment between teachers, campus coaches and administrators.</p> <p>Staff Responsible for Monitoring: Campus Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Title 1 Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$174,747.82</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Administrators will recognize students for academic excellence more frequently throughout the school year. Strategy's Expected Result/Impact: Students will be motivated to score at higher levels on important classroom exams. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: Student Achievement STAAR (Domain 1) is potentially at an D level. Root Cause: Root causes in which we had no control: COVID-disrupted schooling, attendance rates, high mobility of our students, & academic history issues (lack of educational opportunity due to lack of schooling). Root causes in which we had some control: same root causes as noted in problem stmt 2; more focus needed with online testing skills, essential standards, and basic computer skills.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers within their first few years in the profession are on a steep learning curve in regard to highly effective instructional strategies and effective classroom management abilities. Root Cause: New teachers are often not provided with a comprehensive coaching cycle.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student Achievement STAAR (Domain 1) is potentially at an "D" level. Root Cause: Jessup students have many gaps in their learning which have been caused by high mobility, student absenteeism, and interrupted learning due to COVID related reasons.

Goal 2: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: As compared to the 2022-23 school year, a higher percentage of teaches will indicate they feel supported by the campus coaches.

Evaluation Data Sources: EOY Campus Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators and Campus Coaches will conduct instructional rounds. Strategy's Expected Result/Impact: Better alignment between teachers, campus coaches and administrators. Feedback that can be used to direct PLT efforts. Staff Responsible for Monitoring: Campus administrators and campus coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3 - Staff Quality, Recruitment, and Retention 1	Formative		
	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			





Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Reading level data shows we are making good gains in some grade levels, but other grade levels are below district averages. Root Cause: Root causes in which we had some control: more focus needed on essential / foundational standards; more focus needed on background knowledge (schema) in Science & Social Studies; more planning / understanding of new ELAR TEKS; more understanding of "STR"; & higher levels of student engagement.
Problem Statement 3: Student Achievement STAAR (Domain 1) is potentially at an D level. Root Cause: Root causes in which we had no control: COVID-disrupted schooling, attendance rates, high mobility of our students, & academic history issues (lack of educational opportunity due to lack of schooling). Root causes in which we had some control: same root causes as noted in problem stmt 2; more focus needed with online testing skills, essential standards, and basic computer skills.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers within their first few years in the profession are on a steep learning curve in regard to highly effective instructional strategies and effective classroom management abilities. Root Cause: New teachers are often not provided with a comprehensive coaching cycle.

Goal 2: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Reduce by 25% the number of Bilingual Exceptions due to teachers who do not fully meet bilingual certification requirements serving Emergent Bilingual students.

Evaluation Data Sources: Teacher Certification Listing

Strategy 1 Details	Formative Reviews		
Strategy 1: As positions become available, we will actively recruit bilingual certified special education certified teachers for our self-contained special education classrooms. Strategy's Expected Result/Impact: All of our emergent bilingual students / English Learners will be served by a certified bilingual teacher. Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Teachers will be better prepared to work with their English Learners. Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers within their first few years in the profession are on a steep learning curve in regard to highly effective instructional strategies and effective classroom management abilities. Root Cause: New teachers are often not provided with a comprehensive coaching cycle.

Goal 3: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Compared to 2022-23 parent involvement data, we will have a total, overall increase of parent attendance of 5% by the conclusion of the 2023-24 school year.

Evaluation Data Sources: Title I sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: The Jessup Parent Coordinator will offer classes based on parent interest as indicated on the Title 1 Parent Survey. Strategy's Expected Result/Impact: Increase in parent attendance in our parent education sessions. Staff Responsible for Monitoring: Parent Coordinator Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,734.85, Title 1 Parent Component Funds (supplies & materials) - 211 - Title 1 A - Economically Disadvantaged Study - \$3,018.58	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The Jessup Parent Coordinator will promote volunteer opportunities to parent and community members. Strategy's Expected Result/Impact: Increase in parent and community volunteers. Staff Responsible for Monitoring: Parent Coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Low participation rates at adult education events. **Root Cause:** Parents indicate interest in adult education when filling out the Parent Survey, but when it is scheduled, parents may lack the time or motivation to attend the event.





Problem Statement 2: Low rate of parent and community volunteerism. **Root Cause:** Parents may lack the time or motivation to volunteer.

Goal 3: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Compared to 2022-23 student attendance rates (92.5%), our overall attendance rate will increase by 2.5% by the conclusion of the 2023-24 school year.

Evaluation Data Sources: District Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The CIS Coordinator will work with families of students with high rates of absenteeism. Strategy's Expected Result/Impact: Student attendance rates will improve. Staff Responsible for Monitoring: CIS Coordinator and Campus Attendance Administrator Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 3	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Attendance Clerk, Counselor and Administrators will actively monitor the district's truancy board and conference with parents whose students are accumulating absences. Strategy's Expected Result/Impact: Parent understanding of the importance of attendance. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 3	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will high attendance rates will be recognized and rewarded more often throughout the school year. Strategy's Expected Result/Impact: Students will be better motivated to attend school. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 3	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





Parent and Community Engagement
Problem Statement 3: Low student attendance rate. Root Cause: Parents are more apt to keep students when showing any symptoms of illness.

Goal 4: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: As compared to the end of year 2022-23 PBIS staff survey results, at the conclusion of the 2023-24 school year, a 5% increase of staff members will indicate students are treating each other with respect.

Evaluation Data Sources: PBIS Staff Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: The Jessup School Counselor will engage in the following SEL small groups: self-control, being assertive, coping with school demands, being self-directed, self confidence, understanding consequences and making friends. Strategy's Expected Result/Impact: Students will learn to be more resilient and respectful in the school and in the community. Staff Responsible for Monitoring: Jessup School Counselor Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The Jessup Crisis Specialist & CIS Coordinator will incorporate character traits as part of their interventions. Strategy's Expected Result/Impact: Confidence - Crisis Specialist/CIS will provide a safe environment to ensure the emotional health and rebuild self-esteem amongst the student population. Respect - Crisis Specialist/CIS will establish a trusting relationship amongst students, model appropriate behavioral responses and support students to rebuild and form relationships after a crisis or trauma has occurred. Staff Responsible for Monitoring: Crisis Specialist & CIS Coordinator Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Title 1 Instructional (CIS Contract Fees) - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Project CLASS throughout the school. Strategy's Expected Result/Impact: Students will learn essential behavior and social skills using a common language from PK to 4th grade. Staff Responsible for Monitoring: Counselor & Campus Administrators Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The PBIS staff survey indicated students not being respectful to one another is an area of concern. Root Cause: Some students lack the social emotional skills to resolve issues in a more agreeable fashion.

Goal 4: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: At the conclusion of the 2023-24 school year, Jessup will be 100% in compliance with Special Education restraint and removal requirements.

Evaluation Data Sources: Training Certificates and PEIMS discipline data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Students with disabilities who are having disciplinary issues will receive in-time behavior interventions. Staff Responsible for Monitoring: Special Education Teachers, Diagnostician, LSSP, and Administrators Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: The campus will be in compliance with Restraint Training and TBSI requirements. Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: The PBIS staff survey indicated students not being respectful to one another is an area of concern. **Root Cause:** Some students lack the social emotional skills to resolve issues in a more agreeable fashion.

State Compensatory

Budget for Jessup Elementary

Total SCE Funds: \$339,379.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

We provide target instruction, intervention, and tutorials to address the learning gaps of At Risk students.

Personnel for Jessup Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alfaro, Ana	Teacher - Elementary School	1
Becerra, Florencia	Teacher - Elementary School	1
Dimas, Klelya	Teacher - Elementary School	1
Estrada, Natalie	Paraprofessional - Instructional	1
Evans, Maria	Teacher - Elementary School	1
Ezeh, Adelyn	Teacher - Elementary School	1
Fuentes, Norma	Teacher - Elementary School	1
Guerra, Rebecca	Teacher - Elementary School	1
Herrera, Demetria	Teacher - Elementary School	1
Lerma, Brigitte	Teacher - Elementary School	1
Ramos, Laura	Campus Coach - All Levels	1
Rayford, Marian	Campus Coach - All Levels	1
Villafana, Maria	Paraprofessional - Instructional	1
Wilson, Maryssa	Teacher - Elementary School	1

Title I

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly. The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. Daily PIE time is scheduled in grades K-4 to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Jessup are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state's grade level standards.

3.1: Annually evaluate the schoolwide plan

The SBDM team will evaluate the plan in May using data from the State's assessments if available as well as other student performance data to determine if the supports, services and

programs have been effective in increasing student achievement. Each year, the plan will be revised with new goals based on the student needs and program evaluations.

4.1: Develop and distribute Parent and Family Engagement Policy

Numerous parent trainings and meetings are provided throughout the school year at Jessup. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

4.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Jessup. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aleida Gonzalez	Elementary Teacher		1
Laura Ramos	Campus Coach		1
Maria Villafana	Elementary Aide		1
Marian Jean Rayford	Campus Coach		1
Natalie Estrada	Elementary Aide		1
Rebecca Guerra	Elementary Teacher		1
Sharon Scarlett Coronado	Parent Coordinator		.5

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Annie Sargent	Kindergarten Teacher
Classroom Teacher	Karla De La Garza	1st Grade Teacher
Classroom Teacher	Norma Fuentes	2nd Grade Teacher
Classroom Teacher	Nicole Sonnier	3rd Grade Teacher
Classroom Teacher	Priscilla Avendano	4th Grade Teacher
Classroom Teacher	Yolana Kindle	ECSE Teacher
Classroom Teacher	Stacey Miller	PE Teacher
Non-classroom Professional	Marian Rayford	Math Campus Coach
Non-classroom Professional	Laura Ramos	ELAR Campus Coach
District-level Professional	Darcy Heard	Data Specialist, Research & Evaluation
Parent	Jessica Lopez	Parent
Administrator	Ryan Pavone	Principal
Administrator	Mariel Kelinske	Assistant Principal
Parent Coordinator	Sharon Coronado	Parent Coordinator
Counselor	Ashley Haynes	Counselor
Parent	Ana Dimas	Parent
Business Representative	Nora Torres	Business Representative
Community Representative	Irene Carrion	Community Representative

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	199 G/T (supplies, materials, & substitutes)		\$1,586.00
1	2	1	199 Bilingual (materials & supplies)		\$2,691.00
1	2	1	199 Fixed (materials & supplies)		\$1,752.00
1	2	1	199 At Risk (materials & supplies)		\$2,713.00
1	2	1	199 BFU (materials & supplies)		\$34,558.00
1	2	1	199 Special Education (materials & supplies)		\$1,227.00
1	2	1	199 Overtime		\$934.00
Sub-Total					\$45,461.00
Budgeted Fund Source Amount					\$45,461.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title 1 Instructional Funds (materials & supplies)		\$8,325.27
1	2	1	Title Report (Plan 4 Learning)		\$550.00
1	2	1	Title I Teachers		\$152,499.09
1	2	1	Title I Instructional Paraprofessionals		\$62,040.90
1	2	2	Title I Instructional Funds (substitutes for teacher planning days)		\$5,280.00
1	2	3	Title 1 Campus Coaches		\$174,747.82
3	1	1	Title 1 Parent Coordinator		\$22,734.85
3	1	1	Title 1 Parent Component Funds (supplies & materials)		\$3,018.58
4	1	2	Title 1 Instructional (CIS Contract Fees)		\$3,500.00
Sub-Total					\$432,696.51
Budgeted Fund Source Amount					\$432,696.51
+/- Difference					\$0.00

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title 3 Campus Instructional Funds (supplies & materials)		\$2,606.77
Sub-Total					\$2,606.77
Budgeted Fund Source Amount					\$2,606.77
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	State Compensatory Funds		\$339,379.00
Sub-Total					\$339,379.00
Budgeted Fund Source Amount					\$339,379.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extended Day / Tutorials		\$3,400.00
Sub-Total					\$3,400.00
Budgeted Fund Source Amount					\$3,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$823,543.28
Grand Total Spent					\$823,543.28
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Kruse Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to provide the whole child a safe and supportive environment where positive relationships and high expectations are achieved through meaningful and rigorous curriculum.

Vision

Our school community partners to ensure all students grow to be successful, contributing, life-long learners.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allowable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Priorities

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessments to determine student needs
- Provide tutoring and enrichment in a timely manner
- Identify, monitor and provide support for at-risk students
- Maintain a master schedule that allows common tutoring/enrichment time

The charts below indicate the number/percentage of students in specified demographic groups. Currently, our campus has 475 students. We serve general education and bilingual education students from Prek through 4th grade.

Current Enrollment Summary By Ethnicity		
Ethnicity	Students	Percentage
Hispanic/Latino	442	94.04 %
Black or African American	4	1.04%
White	18	3.83 %
Two or More Races	2	0.05%
American Indian	4	1.04%
Asian	0	0 %
Total	470	100.00%

Current Enrollment Summary By Gender		
Gender	Students	Percentage
Female	228	48.5 %

Current Enrollment Summary By Gender		
Male	242	51.5 %
Total	470	100.00%

Current Enrollment Summary By Grade Level		
Grade Level	Students	Percentage
Pre-Kindergarten	55	11.70%
Kindergarten	60	12.77%
First Grade	84	17.87%
Second Grade	88	18.72%
Third Grade	71	15.11%
Fourth Grade	64	13.62%
Avance (EE)	48	10.21%

Demographics Strengths

- Strong Intervention process to identify students for Speech and Special Education testing
- GT Assessment/Testing/Identification process
- Bilingual/ESL classes for each grade level
- Bilingual Instructional Aide to provide tutoring and support for the Bilingual classes
- Identification and monitoring of At-Risk and LEP students
- In classroom enrichment and pull out program for identified GT students
- Instructional Coaches and Certified staff to provide intervention to students in need
- Fully funded after school program housing 60 students
- Homeless Case Manager
- Monitor and provide interventions for all student subgroups
- Parent meeting to discuss the Title I program
- 504/Dyslexia - monitor and provide support for students
- Extended Day funds used during the course of the school day with Certified Teachers
- Tutoring and enrichment
- Access to the Memorial Hermann Kruse Clinic

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus maintains a 95% or higher for families who qualify for the School Lunch program. **Root Cause:** Our school community has an extremely low socioeconomic status. We feed most of our students two meals per day and some even three meals per day.

Student Achievement

Student Achievement Summary

STAAR Scores

The numbers below indicate the percentage of students who passed STAAR (Approached, Meets, and Masters).

	2020-2021 Campus	State	2021-2022 Campus	State	2022-2023 Campus	State
3rd Grade Reading	56.47	66	61.73	75		
3rd Grade Math	48.24	61	52.5	70		
4th Grade Reading	56.79	62	65.88	76		
4th Grade Math	54.32	58	61.18	70		

3rd Grade Reading - English	Spring 2022	Spring 2023 (52)
Did Not Meet Grade Level	35%	12%
Approaches Grade Level	55%	88%
Meets Grade Level	33%	52%
Masters Grade Level	16%	10%
3rd Grade Reading - Spanish	Spring 2022	Spring 2023 (12)
Did Not Meet Grade Level	50%	50%
Approaches Grade Level	50%	50%
Meets Grade Level	11%	0%
Masters Grade Level	0%	0%

4th Grade Reading - English	Spring 2022	Spring 2023 (76)
Did Not Meet Grade Level	32%	21%
Approaches Grade Level	68%	79%
Meets Grade Level	47%	36%
Masters Grade Level	20%	17%

4th Grade Reading - Spanish	Spring 2022	Spring 2023 (6)
Did Not Meet Grade Level	50%	50%
Approaches Grade Level	50%	50%
Meets Grade Level	30%	50%
Masters Grade Level	10%	17%
3rd Grade Math - English	Spring 2022	Spring 2023 (52)
Did Not Meet Grade Level	48%	27%
Approaches Grade Level	52%	73%
Meets Grade Level	23%	46%
Masters Grade Level	3%	10%
3rd Grade Math - Spanish	Spring 2022	Spring 2023 (12)
Did Not Meet Grade Level	44%	58%
Approaches Grade Level	56%	42%
Meets Grade Level	28%	0%
Masters Grade Level	11%	0%

4th Grade Math - English	Spring 2022	Spring 2023 (75)
Did Not Meet Grade Level	37%	33%
Approaches Grade Level	63%	67%
Meets Grade Level	35%	44%
Master Grade Level	16%	13%
4th Grade Math - Spanish	Spring 2022	Spring 2023 (6)
Did Not Meet Grade Level	50%	50%
Approaches Grade Level	50%	50%
Meets Grade Level	10%	33%
Masters Grade Level	10%	0%

Student Achievement Strengths

- Maintaining high expectations and achievement with changing demographics
- Completing WRAP on each student as part of the Balanced Literacy Program
- Peer Facilitators - Math, Reading/Language Arts, Intervention
- Strong Intervention Process
- Curriculum Nights
- District Curriculum, Time line, Resources and Assessments
- Common Planning Time and weekly PLC time with Peer Facilitators
- Active Professional Learning Communities in all grade levels
- Small Group Instruction for Reading, Math, Writing
- Targeting specific needs of students through tutoring and intervention
- Focus on Rigor and Relevance

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: While we have made significant gains in academics, we must continue to make gains. **Root Cause:** Our student population continues to change. New arrivals from other countries are increasing daily. Our special population is increasing. Most of these students perform below grade and are still required to be measured with the same state assessment tool as a student performing on or above grade level.

School Culture and Climate

School Culture and Climate Summary

Priorities

- Continued implementation of Safe and Civil, as well as, Conscious Discipline strategies
- Conduct staff, parent and student surveys
- Increase positive school image through publicity with increased parent involvement

School Culture and Climate Strengths

- Student and Staff Recognition
- Student/Employee Safety
- Friendly Atmosphere and Environment
- Melting Pot/Diverse Culture
- Incentives for promoting best behaviors in unstructured or common areas
- Televised Morning Announcements
- Student Council
- Student Safety Patrol
- Staff and Student Service Projects (Food Drives, McDonald's Invitational Tournament)
- Safe and Civil Schools
- Spirit and Special Days (Texans, Rodeo)
- Courtesy Committee
- Brag Board
- Family and Friends Board
- Clean and well maintained school building and grounds
- Lots of Staff support for one another
- End of the Year Celebrations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students, families, and staff need the assurance that our campus is a safe learning environment. **Root Cause:** Due to recent catastrophic events in schools across the nation, staff does not feel equipped to handle situations that could occur.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Priorities
 - Continue to survey and share results with stakeholders
 - Provide support through mentoring
 - Review and edit website to ensure easy access to hiring information
 - Educate district employees on hiring activities and practices
 - Possibly provide job shadowing opportunities
 - Provide training for paraprofessionals and support personnel to enhance their ability to work with students
 - Conduct round table discussions and focus groups to stay in tune with district and employee needs
 - Provide training for district leaders on hiring practices, interviewing and employee selection

Staff Quality, Recruitment, and Retention Strengths

- Strive to ensure all instructional staff meets criteria as Highly Qualified
- Mentoring program
- Staff empowerment and decision making opportunities
- Common planning time
- Clinic for all employees and family members on the district insurance plan
- Stay healthy programs

Teachers by Years of Experience:	Number of teachers
Beginning Teachers	4
1-5 Years Experience	11
6-10 Years Experience	5
11-20 Years Experience	18
Over 20 Years Experience	2

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Thirty-one percent of our instructional staff have less than 5 years experience. **Root Cause:** There is a national teacher shortage.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities

- Follow district scope and sequence
- Administer district assessments and use data from assessments to drive instruction
- Use common assessments to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize standards based grading and report cards
- Utilize Peer Facilitators as instructional Coaches
- Provide time and resources needed for team planning

Curriculum, Instruction, and Assessment Strengths

- District curriculum, time-lines, assessments, and resources
- Horizontally and vertically aligned
- Team planning
- District training and professional development
- Peer facilitators as instructional coaches
- Highly qualified staff
- Easily accessible data to use to guide instruction
- Leveled instructional resources
- Mentor texts
- Team planning time to analyze data and plan for instruction
- Increased technology resources and software for instruction in English and Spanish such as Study Island, A to Z Learning for Leveled Readers

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Classroom makeup reflects students with varying degrees of grade-level proficiency. **Root Cause:** We have an increase in transient population, weak parent participation and lack of educational experiences that are resulting in wide learning gaps.

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities:

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Increase number of business partnerships
- Solicit input from parents on desired training

Parent and Community Engagement Strengths

- Title I parent training
- Grade level music programs
- School Website
- Junior Achievement
- Jump Rope for Heart
- Family Curriculum Nights
- Family Fun Nights - Trunk or Treat; Family Wellness Events; Family Game Night
- Monthly Newsletters
- Notes to home in English and Spanish
- Phone call out system
- Title I parent meeting
- Volunteer program - District Volunteer of the 2014-15 school year
- Meet the Teacher Night
- Supply Drop-off Night
- Parent/Teacher/Student Compacts
- Community Publicity and Events
- ESL classes for parents in collaboration with San Jacinto College
- Nearly 100 % staff involvement in after-school activities and special events
- 1/2 time parent involvement coordinator

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We have a productive group of parent volunteers; however, we have a limited number of parents who involve themselves in their own child's learning. **Root Cause:** Some parents view education is the school's responsibility. Limited support is given at home for practicing reading and math.

School Context and Organization

School Context and Organization Summary

Priorities:

- Monitor traffic patterns and arrival/dismissal procedures for safety and efficiency
- Consistent school-wide implementation of Conscious Discipline and CHAMPS

School Context and Organization Strengths

- Grade level common planning time
- Safe and Civil Team
- Student Helpers (Safety Patrol, Student Council, Flags, News Studio)
- Organized and safe arrival/dismissal procedures
- Master schedule
- Red Ribbon Week
- Weekly staff bulletin (Friday Focus)
- Monthly calendars
- Team building
- Team leaders
- Three peer facilitators
- Highly qualified staff
- Televised morning announcements
- SHAC program
- School supervision in the halls and cafeteria
- Health, Fitness and Nutrition emphasis
- Crisis Team
- Visitor check in system
- Vertical alignment
- Designated intervention/enrichment schedule
- Mentor texts for grades Kinder - 4th grade

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a disconnect between socially appropriate and empathetic behaviors and working together for a common goal. **Root Cause:** The school community (students, parents, and staff) do not understand the importance of educating the whole-child socially, emotionally, physically, and academically.

Technology

Technology Summary

Priorities:

- Maintain embedded technology into instruction to increase student use and productivity
- Continue to increase use of digital resources to include eBooks, eReaders, netbooks, etc.
- Continue to provide professional development on use of digital resources

Technology Strengths

- 21st Century Technology Classrooms and Library
- 1 to 1 student computers in each classroom
- Promethean Board
- School website
- Flip charts embedded in the district scope and sequence
- Software such as Waterford, and DreamBox
- Kindles for the library
- Technology Professional Staff Development
- Implementation of Learning Management Systems (LMS)

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is constantly improving with online programs and hardware. **Root Cause:** Our campus and District budgets cannot financially support the latest and greatest programs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide a rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will improve 3rd and 4th grade student achievement on Math and Reading STAAR from the 2022-23 school year by 3 percent in all student groups in all performance levels. Student groups include All Students, Special Education Students, and Emergent Bilingual Students (EB).

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Common formative assessments

MAP

Report cards

STAAR Performance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistent implementation of district curriculum (Scope and Sequence), researched based strategies, and rigorous and relevant principles in all campus grade levels. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement in all grade levels in all subject areas. Staff Responsible for Monitoring: Classroom Teachers Campus Administrators Instructional Coaches Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Coach Salaries - 211 - Title 1 A - Economically Disadvantaged Study - \$173,828.12, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Title 1 Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - \$28,802.90, Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$58,340.86, Dyslexia Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$43,585.33, BFU, Overtime, Fixed - 199 - General Fund - \$35,648, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$18,253.28, At Risk Funds - 199 - General Fund - \$2,576	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and data disaggregation time. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement a comprehensive and systematic campus-wide PreK-4th grade Advanced Academic/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/GT students. Strategy's Expected Result/Impact: Increased percentage of identified GT students learning at higher levels of achievement. Staff Responsible for Monitoring: GT Certified Teachers - Homeroom and Pull-out Campus Administrators - Campus GT Administrator Funding Sources: GT Funding - 199 - General Fund - \$1,515	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure a comprehensive and systematic district-wide/campus PreK-4th grade Response to Intervention and Special Programs approach that provides support for struggling learners in order to achieve learning at high levels and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for the Special Education subgroup including students identified to receive interventions and those with a reading difficulty. Staff Responsible for Monitoring: Campus Administrators Rtl Team Instructional Coaches Classroom Teachers Extended Year Program Staff Retired Teachers - Tutoring Funding Sources: Special Education Funds - 199 - General Fund - \$1,208, Tutorials during the school day - Extended Day/Tutorial - \$4,400, - State Compensatory Funds - \$378,531	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Working together to keep students on campus will impact students' ability to perform better on all assessments, formal and summative. Staff Responsible for Monitoring: Administrators Discipline documents	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Teachers Paraprofessionals District Special Ed Department	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide a rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, all students in Kindergarten through 4th grade will progress in reading and math. Students will progress 4% or more on reading levels so that all students are reading on the PISD expected reading levels as identified by the District chosen reading assessment(s) and students will progress in math fluency based on grade level fluency expectations as identified by our campus running records and District assessment(s).

HB3 Goal





Evaluation Data Sources: MAP

Fountas and Pinnell Reading Levels

DreamBox

Teacher data collection

Kindergarten students are expected to be reading on Level D, 1st grade students are expected to be reading on Level I, and 2nd grade students are expected to be reading on Level M by the end of the perspective grade level.





Strategy 1 Details	Formative Reviews		
Strategy 1: Implement District scope and sequence	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Working together to keep students on campus will impact students' ability to perform better on all assessments, formal and summative. Staff Responsible for Monitoring: Administrators Discipline documents	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Teachers Paraprofessionals District Special Ed Department	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide a rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: For the current school year, 100% of 2nd, 3rd, and 4th Grade Emergent Bilingual students will show growth in the language domains assessed in TELPAS.

Evaluation Data Sources: TELPAS Performance Data Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze data to determine and pinpoint areas of weakness in instruction and with individual students and provide corrective measures. Strategy's Expected Result/Impact: Increased student performance on TELPAS language development. Staff Responsible for Monitoring: Classroom Teachers Campus Administrators Instructional Coaches Bilingual Task Force - Campus Team Intervention Team Support Staff Funding Sources: Bilingual Funding - 199 - General Fund - \$2,457	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement the Bilingual Continuum with fidelity, including strategies for a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased student performance on TELPAS language development. Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Campus Administrators Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$2,523.57	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Staff Responsible for Monitoring: Administrators District Bilingual Department RISE Team	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: In order to meet Federal guidelines for student being served in the ESL program, our campus will continue to send teachers to the district's ESL Institute and to have teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administrators District Bilingual Department	Formative		
	Jan	Apr	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide a rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: 100 % of students whose parents apply for their child's placement in the 2023-2024 After-School Program, register their child, and meet attendance requirements, will receive unique enrichment and academic opportunities including small group tutoring. This program is free to 60 Kruse students and runs for 116 school days. The program is designed to promote positive long-term development socially and academically.

Evaluation Data Sources: Rosters
Tutorial lesson plans
Enrichment activity logs
Report cards
Reading level

Strategy 1 Details	Formative Reviews		
Strategy 1: Use engaging and motivating activities that build academic skills in a non-academic environment. Strategy's Expected Result/Impact: Generalization of academic skills. Staff Responsible for Monitoring: After-school program manager District After-school coordinator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student understanding of teamwork and collaboration. Strategy's Expected Result/Impact: Develop long-term social skills for productive citizens. Staff Responsible for Monitoring: After-school program manager District After-school coordinator	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Goal 3: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, we will conduct a minimum of 1 opportunity per grading period so that parents can be actively and productively engaged in their child's academic and social/emotional learning experiences. Each of these opportunities will target a specific group of students and/parents. Learning groups include all students, emergent bilingual learners, students with disabilities, students identifies in the GT program.

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer regular parent meetings on topics concerning attendance, bullying, school safety, the lunch program, as well as, what needs may arise during the school year. Strategy's Expected Result/Impact: Parents will have an understanding of the criteria and importance of attendance, school safety, and the school lunch program. Staff Responsible for Monitoring: Parent Coordinator Campus Counselor Campus Administrators Funding Sources: Title 1 - Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$3,221.17, Title 1 - Salary Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,179.65	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer parent trainings for personal growth such as GED classes, ESL classes, Raising Highly Capable Kids, and Texas Child Health Access Through Telemedicine (TCHAT). Strategy's Expected Result/Impact: Increase student engagement and achievement by engaging parents in their own learning. Staff Responsible for Monitoring: Parent Coordinator Campus Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide parents with any needed guidance by having resources on hand. Resources are included in the 2022-2023 Special Programs Community Resource Directory. Strategy's Expected Result/Impact: Support school families in	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 4: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

State Compensatory

Budget for Kruse Elementary

Total SCE Funds: \$378,531.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

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Personnel for Kruse Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abercrombie, Amanda	Teacher - Elementary School	1
Cowan, Shannon	Teacher - Elementary School	1
De La Serna, Mayra	Paraprofessional - Instructional	1
Duarte, Jasmine	Paraprofessional - Clerical (CO2	1
Gutierrez, Juan	Teacher - Elementary School	1
Jimenez, Deborah	Teacher - Elementary School	1
Phelps, Kimberly	Campus Coach - All Levels	1
Ramos, Claudia	Teacher - Elementary School	1
Sanchez, Kassandra	Teacher - Elementary School	1
Schnell, Janet	Teacher - Elementary School	1
Segura, Rebecca	Paraprofessional - Instructional	1
Solis, Jocelyn	Teacher - Elementary School	1
Teague, Janice	Campus Coach - All Levels	1
White, Tobi	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janice Teague	Peer Facilitator (Campus Coach)		1
Jasmine Duarte	Clerical Aides - Elementary School		1
Kimberly Phelps	Peer Facilitator (Campus Coach)		1
Maria Leal	District Parent Coordinator		0.5
Mayra DeLaSerna	Elementary Aides		1
Rebecca Segura	Elementary Aides		1
Tobi White	Dyslexia Teacher Elementary & Middle		0.5

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	At Risk Funds		\$2,576.00
1	1	1	BFU, Overtime, Fixed		\$35,648.00
1	1	4	GT Funding		\$1,515.00
1	1	5	Special Education Funds		\$1,208.00
1	3	1	Bilingual Funding		\$2,457.00
Sub-Total					\$43,404.00
Budgeted Fund Source Amount					\$43,404.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dyslexia Intervention Teacher		\$43,585.33
1	1	1	Title 1 Instructional Materials		\$18,253.28
1	1	1	Plan4Learning		\$550.00
1	1	1	Instructional Coach Salaries		\$173,828.12
1	1	1	Title 1 Office Clerk		\$28,802.90
1	1	1	Instructional Aides		\$58,340.86
3	1	1	Title 1 - Salary Parent Coordinator		\$26,179.65
3	1	1	Title 1 - Parent Component Funds		\$3,221.17
Sub-Total					\$352,761.31
Budgeted Fund Source Amount					\$352,761.31
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$2,523.57
Sub-Total					\$2,523.57
Budgeted Fund Source Amount					\$2,523.57

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$378,531.00
Sub-Total					\$378,531.00
Budgeted Fund Source Amount					\$378,531.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutorials during the school day		\$4,400.00
Sub-Total					\$4,400.00
Budgeted Fund Source Amount					\$4,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$781,619.88
Grand Total Spent					\$781,619.88
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Bush Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Laura Bush Elementary, is to empower students to become accomplished, self-directed, and collaborative citizen scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual.

Vision

We believe everyone has purpose, worth, and dignity.

We believe individual potential is unknown and immeasurable.

We believe family dynamics profoundly influence the decisions individuals make and the people they become.

We believe connecting with others and building positive, meaningful relationships are essential.

We believe learning is instinctive, lifelong, and unique to the individual.

We believe communication is pervasive, essential, everpresent, and multidimensional.

We believe feeling safe enhances the ability to learn.

We believe diversity adds value to all areas of life.

We believe change is natural and continuous.

We believe each person is responsible and accountable in all aspects of life for the choices he or she makes.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Laura Bush is a neighborhood school that opened in 2006. We service students from Pre-K to 4th grade. Our grade level makeups consist of Regular Ed. classes and Dual Language classes using the 80/20 model for each grade level. We have one campus wide multi-level Behavior Support Services classroom and one campus wide multi-level ABE I classroom. Supports provided to students as needed are Resource / Support Facilitation, Speech, Special Education services, ESL, Dyslexia, and 504.

Code	Grd	Ethnicity Code								Total
		A	B	H	I	P	T	W	N/A	
All Stdnts	PK	2	1	51	1	0	1	8	0	64
	KG	10	11	62	0	0	4	7	0	94
	01	13	7	86	0	0	3	2	0	111
	02	11	6	86	0	0	0	5	0	108
	03	11	3	68	0	0	1	3	0	86
	04	9	6	89	0	0	3	3	0	110
	Total	56	34	442	1	0	12	28	0	573
	%	9.8%	5.9%	77.1%	0.2%	0.0%	2.1%	4.9%	0.0%	100.0%

Code	Grd	Sex		Total
		M	F	
All Stdnts	PK	34	30	64
	KG	50	44	94
	01	60	51	111
	02	50	58	108
	03	52	34	86
	04	51	59	110
	Total	297	276	573
	%	51.8%	48.2%	100.0%

Code	Grd	Special Program																		Total
		GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT-7	Cont	
All Stdnts	PK	0	3	39	0	0	0	0	0	0	39	64	1	41	0	0	0	0	0	64
	KG	0	5	31	1	0	1	1	0	0	28	94	44	38	0	0	0	0	0	94
	01	11	19	43	0	0	2	2	1	0	43	111	78	76	0	1	0	0	0	111
	02	20	6	44	0	0	1	0	3	0	44	108	75	75	6	4	0	0	0	108
	03	17	10	40	0	0	2	0	1	0	40	86	58	57	6	3	0	0	76	86
	04	18	12	36	1	0	0	1	2	0	36	110	75	55	6	3	0	0	93	110
	Total	66	55	233	2	0	6	4	7	0	230	573	331	342	18	11	0	0	169	573
	%	11.5%	9.6%	40.7%	0.3%	0.0%	1.0%	0.7%	1.2%	0.0%	40.1%	100.0%	57.8%	59.7%	3.1%	1.9%	0.0%	0.0%	29.5%	100.0%

For the 22-23 school year our overall daily attendance was 95.4%

Laura Bush Elementary			
Overall Attendance for 22-23			
Grade	Percent Attendance		
Pre-K		94.25%	
Kinder		95.66%	
1st Grade		95.12%	
2nd Grade		95.72%	
3rd Grade		95.82%	
4th Grade		95.86%	

Demographics Strengths

- Dual Language classes in each grade level
- Bilingual / Instructional paras to provide support for students on each grade level
- Personalized Learning in our 4th grade classes to set students on a path to become self-directed learners
- Identification and progress monitoring of special populations (ELL, Special Ed, GT, At Risk, Intervention, 504)
- Monitor and provide interventions to all student subgroups
- Strong intervention team and process in place to provide early intervention for struggling learners
- Four full day Pre-K classes to provide a foundation that prepares students for elementary school
- McKinney Vento case manager
- Monitor and provide support for 504 / Dyslexia students
- Parent meeting to discuss Title 1 program
- Instructional Coaches for Reading and Math to provide instructional support
- Title 1 paraprofessional to provide support to students on each grade level
- Extended Day
- Interventions and Tutorials during the school day
- Parent communication in English, Spanish, and Vietnamese
- GT Assessment / Testing / Identification process
- Pullout enrichment program for GT students
- High Attendance rate

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance rate from 2022-2023 is 95.4% and not at the expected of 97-98%. **Root Cause:** Parents may not see the importance of having their students in their classrooms every day for learning and it is too easy to claim an extended illness. Also, there are not enough consequences for parents who do not bring their students to school regularly.

Student Achievement

Student Achievement Summary

Overall Accountability Information - **still waiting on updated information from the state**

2022 State Accountability	Ratings					Distinctions						
	Overall	D1	D2A	D2B	D3	ELA	Math	Sci	SS	D2A	Post	D3
L. Bush	88	76	89	65	73			--	--			

3RD GRADE STAAR DATA

3 rd Reading (English)	2023	2022	2021	2020	2019	2018	2017
Approaches	91	77	66		80	83	75
Meets	70	51	37		45	48	54
Masters	27	23	16		28	30	35
3 rd Reading (Spanish)	2023	2022	2021	2020	2019	2018	2017
Approaches	74	72	68		90	93	96
Meets	48	17	39		62	75	63
Masters	44	10	24		38	36	39
3 rd Grade Math (English)	2023	2022	2021	2020	2019	2018	2017
Approaches	86	69	65		85	85	76
Meets	49	31	21		47	49	52
Masters	17	11	6		20	23	26
3 rd Grade Math (Spanish)	2023	2022	2021	2020	2019	2018	2017
Approaches	83	85	69		91	93	98
Meets	59	52	36		63	61	75
Masters	24	23	14		37	35	40

4TH GRADE STAAR DATA

4th Reading (English)	2023	2022	2021	2020	2019	2018	2017
Approaches	86	88	68		83	82	75
Meets	57	63	34		50	60	40
Masters	33	32	14		29	34	20
4th Math (English)	2023	2022	2021	2020	2019	2018	2017
Approaches	83	69	45		73	83	78
Meets	56	36	13		37	43	41
Masters	23	24	5		19	22	25

TELPAS DATA

	LISTENTING					SPEAKING			
Grade	#STS	BEG	INT	ADV	AH	BEG	INT	ADV	AH
Kinder	38	16	79	5	0	37	38	0	5
1 st	41	7	39	54	0	22	27	49	2
2 nd	45	2	22	40	38	9	67	20	4
3 rd	39	0	10	13	77	5	79	15	0
4 th	42	5	14	45	36	10	24	57	10

	READING					WRITING			
Grade	#STS	BEG	INT	ADV	AH	BEG	INT	ADV	AH
Kinder	38	79	21	0	0	82	18	0	0
1 st	41					39	34	27	0
2 nd	45	22	53	22	2	22	53	22	2
3 rd	39	10	21	26	44	8	44	41	8
4 th	42	0	36	19	45	7	40	48	5

	COMPOSITE					AVG SCORE
Grade	#STS	BEG	INT	ADV	AH	
Kinder	38	37	61	3	0	1.5
1 st	41					
2 nd	45	2	56	40	2	2.4
3 rd	39	0	38	54	8	2.8
4 th	42	2	19	55	24	2.9

Priorities for Bush Elementary:

- Continued implementation of Reading, Math, and Writing researched-based strategies school-wide
- Continue to monitor student progress through Common Assessments during PLC's
- Utilize MAP Growth data to plan for targeted small group instruction
- Continue to provide Planned Intervention and Enrichment daily
- Continue to incorporate Guided Reading into daily Reading instruction
- Continue to incorporate Launch, Work, Wrap into daily Math instruction

- Continue to utilize running records to guide instruction
- Continue to implement Guided Math into daily instruction
- Increase daily math problem solving in all grade levels
- Continue to maintain instructional focus on deep team planning

Student Achievement Strengths

- Maintaining high expectations and achievement with changing demographics
- Continued implementation of a strong intervention process
- Effective implementation of LASER time in all grade levels
- Implementation of GT Pullout program
- Continued implementation of Personalized Learning in 4th grade
- Continued implementation of Dual Language instruction in all grade levels (K-4)
- Continued use of LLI / Soluciones / Heggerty during Intervention time
- Continued use of Summit K12 for our Second language learners
- Continued focus on and spiraling of SE's
- Implementation of District curriculum, Timeline, Resources, and Assessments
- Effective use of Common Planning Time
- Continued implementation of Den Time with all grade levels to increase instruction on CD skills
- Effective implementation of PLC's to plan effective lessons and monitor student progress
- Continued focus on small group instruction (Guided Reading and Guided Math)
- Waterford / Progress Learning / Dreambox / Happy Numbers
- Increased accountability for all grades with Common Assessments and reading levels
- Targeting specific needs of students through tutoring, enrichment, and intervention
- Continued work on closing gaps between subgroups each year
- Focusing on systematic, targeted instruction and tutoring based on various data sources (reading levels, common assessments, mClass, MAP, STAAR, etc.)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR data shows that we have not reached the level for the percent of students meeting Meets and Masters that we were at Pre-Covid for all content areas tested. **Root Cause:** The state assessments are written at a higher vocabulary level. We may not have provided sufficient staff development on scaffolds and supports for all of our students.

Problem Statement 2 (Prioritized): TELPAS data shows that we have a low percentage of students achieving Advanced and Advanced High in several areas and several grade levels. **Root Cause:** Teachers are not trained well enough on intervention resources in addition to consistently taking a deep dive into Summit K12 data to see where their students are at.

School Culture and Climate

School Culture and Climate Summary

Priorities for Bush Elementary:

- Continued implementation of Safe and Civil School school wide
- Continued implementation of Conscious Discipline school wide
- Continued implementation of CHAMPS school wide
- Continued implementation of Positive Behavioral Interventions and Supports
- Continued implementation of DEN Time for students
- Continued use of Yellow Coupons for students
- Conduct staff, parent and student surveys
- Continued implementation of positive office referrals

School Culture and Climate Strengths

- Student first atmosphere
- Students and staff recognition
- Family oriented atmosphere
- Conscious Discipline
- Safe and Civil Schools
- Positive Behavioral Interventions and supports
- Student and Staff safety
- BEAR Camp for Teachers new to Bush
- Parent Volunteer opportunities
- W.A.T.C.H. Dogs Program
- Spirit Days school wide
- After school enrichment programs for students
- Family Fun Runs
- Family Academic Nights
- Monthly community events
- Our School Family and Wish Well Boards for staff in front office
- Our Caring Tree for staff in front office
- Well maintained building
- Broadcasted Morning Announcements
- Courtesy committee
- Safety trainings and drills for entire staff and students

- End of Year Celebrations
- District training and staff development
- PLC time to analyze data
- Common planning time
- District curriculum, timelines, assessments, and resources
- New promethean boards and speakers in all classrooms
- One-to-one technology

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff members are stressed for various reasons and find themselves in situations where they struggle to respond appropriately. **Root Cause:** Not fully trained on how to deal with the mental health issues present in schools today.

Problem Statement 2: Some students continue to require more support and are still learning how to be a part of a school family. **Root Cause:** Students lack the skills of self-regulation because they have not been taught it or they are not enforced at home. Students need to learn how to be respectful of others and how to be a good student/citizen.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Provide support through staff development and mentoring
- Have a Highly Qualified Teacher in every classroom
- Have only Highly Qualified Aides to work with students
- Create an environment where people want to stay and not leave to have consistency in the building therefore increasing staff retention rate
- Encourage more staff to seek and obtain their ESL and GT certification
- Continued implementation of Positive Behavior Intervention and Supports
- Continued implementation of Conscious Discipline school wide and atmosphere of School Family
- Continued implementation of CHAMPS school wide

Staff Quality, Recruitment, and Retention Strengths

- Common planning time
- Highly Qualified Staff
- Instructional Coaches
- Intervention Teachers
- Mentors provided to all 1st year teachers
- Participation in District Meet and Greet events
- Staff Development
- Peer Observations
- Staff Recognition
- Weekly PLC Time
- Safe and Civil School
- Conscious Discipline school wide implementation
- Well maintained facilities
- Student focused
- Family atmosphere

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff shortages adversely affect the day-to-day operations on the campus. **Root Cause:** The after effects of the global pandemic have impacted the number of highly qualified staff available to fill open positions.

Problem Statement 2: New teachers have limited experience of managing instruction and behavior of students in their own classroom. **Root Cause:** Inexperienced teachers need

extra support through coaching cycles , mentoring programs, and BEAR Camp.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- District scope and sequence is aligned to the state curriculum and incorporates all TEKS (Texas Essential Knowledge and Skills) for each grade level
- District implementation of MAP testing for second, third, and fourth grade students three times a year to show student progress towards state passing standards
- Data talks conducted at weekly PLC meetings and staff development
- Disaggregation of common assessment data by grade level PLC's determined students for tutorials, students for interventions, and interventions necessary such as Waterford, Heggerty, Dreambox, small group instruction, tutoring, or extended day
- Data disaggregation to analyze the students' work and compare to the student expectation levels
- Instructional coaches collaborate with teachers on curriculum and instruction in addition to assisting in curriculum planning
- Data will show individual hot spots and teachers plan for targeted instruction (small group, whole group, tutoring)
- Disaggregation of MAP data by second, third, and fourth grade teachers and administrators to drive instruction
- Utilization of STAAR aligned assessments in tested content areas to identify students needing interventions such as tutorials, extended day, small group tutoring, Waterford, Heggerty, DreamBox, etc.
- Administration team provides a nine week planning and preparation day for all teachers each nine week period
- Teachers and administration completed the Texas Reading Academy Modules and implemented good teaching strategies learned
- Areas of weakness are identified through vertical alignment between lower (PK-2) and upper (3-4) teachers
- Identification of difficult readiness and supporting standards
- Successful implementation of CHAMPS, Conscious Discipline, and Safe and Civil Guidelines to help create a safe learning environment

Curriculum, Instruction, and Assessment Strengths

- District curriculum, timelines, assessments, and resources
- Beginning, middle, and end of year MAP assessments for 2nd - 4th grade
- Beginning and end of year mClass assessments for K - 2nd grade
- Horizontally and vertically aligned curriculum
- Team collaboration and planning
- Grade level PLC's
- Campus trainings, district trainings and professional development
- Support from Content Campus Coaches and Administrators
- Campus coaches as instructional content specialists and coaches
- Highly qualified staff
- Accessible data used to guide instruction
- Leveled Instructional resources
- Instructional Technology

- Daily tutoring, interventions, and enrichment in all grade levels (LASER time)
- Balanced Literacy/Guided Reading
- Guided Math along with Launch, Work, Wrap instructional method
- LLI / Soluciones / Heggerty Intervention programs
- Implementation of Math fluency program school-wide
- Implementation of strategies from Reading, Writing, and Math Focus Meetings

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. **Root Cause:** Students come to school with various background knowledge, experiences, and needs.

Problem Statement 2: Students receiving special education services perform lower on state assessments. **Root Cause:** These students are usually working and performing at least two grade levels below. Their reading levels are below grade level and state assessments are written at a higher vocabulary level.

Problem Statement 3 (Prioritized): Teachers continue to improve on the gaps that exist between student abilities due to various learning experiences. **Root Cause:** Although students are making progress, they are still not at grade level. Teachers & staff continue to have to differentiate and provide Tier 2 and 3 interventions to close gaps.

Parent and Community Engagement

Parent and Community Engagement Summary

- Training for staff and volunteers to develop successful partnerships
- Families are invited to attend various events to increase parent involvement and engagement with their child
- Partnering with community members to increase support and involvement
- Parent Coordinator
- W.A.T.C.H. Dog's Program
- Solicit input from parents on training, workshops, and classes that they feel are needed
- Promote involvement through parent volunteers google form

Parent and Community Engagement Strengths

- Title I parent meetings and trainings
- Grade level programs
- Jump Rope for Heart
- Fun Runs
- Family Night Events
- Parent communication in English, Spanish, and Vietnamese
- Volunteer program
- Career Day
- Class Dojo, Skyward, and Automated phone call out system
- Meet the Teacher and drop of school supplies prior to school starting
- Parent / Teacher / Student Compacts
- Parent Coordinator
- Facebook, Twitter, Dojo, and Peachjar for school information
- GT parent meetings
- Dual Language Showcases
- Spelling Bee

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Some parents do not participate in the family engagement events. **Root Cause:** Parents are busy with work and family and may not have time to attend during those events.

Problem Statement 2: Need to provide school safety training which includes preventative, mental health and a parent / community component. **Root Cause:** Need to consider adding online training modules for staff and parents that are focused on the needs to handle the physical, behavioral, social emotional, and mental health needs of the youth of today.

School Context and Organization

School Context and Organization Summary

- Consistent school wide implementation of Conscious Discipline
- Consistent school wide implementation of Safe and Civil Schools / CHAMPS
- Consistent school wide implementation of Positive Behavioral Interventions and Supports
- Continued improvement and implementation of the PLC process
- Commitment to aligning leadership development that supports instructional leadership
- Continued work with teams on identifying areas of focus as well as provide supports based on current practices and campus needs
- Review traffic patterns for arrival and dismissal procedures for safety and efficiency
- Conduct various safety drills on a regular basis
- Have a secure, safe, and friendly environment for all
- ALICE training for all staff members
- RAPTOR training for all staff members
- Continued focus on school wide safety procedures

School Context and Organization Strengths

- Grade level common planning time
- Safe and Civil Team
- Conscious Discipline / CHAMPS
- Secure entrance method to all doors at each pod
- Secure entrance in which all visitors must go to the office before entering the rest of the building
- Weekly DEN Time for all students to learn and practice Conscious Discipline skills
- Doorbells and locks on front interior doors activated by office staff to permit visitors who have checked in to enter the building
- Site Based Team
- MERT team that is trained and practices a wide variety of drills on a consistent basis
- Organized and safe arrival and dismissal procedures
- Master Schedule incorporating time for all grade levels to have intervention time during the day
- Weekly Staff bulletins
- Monthly student and staff calendars
- Team Building
- Team Leaders
- Instructional Coaches
- BEAR Time

- Laser Time
- Staff at checkpoints in the hallways in the morning
- Raptor check-in system for visitor / volunteer badges
- Dismissal procedures to account for all students and how they left the building
- School wide safety procedures
- Health, Fitness, and Nutrition emphasis
- School Coordinated Health Advisory Committee
- Bullying Awareness
- Student of the Month / Perfect Attendance / Honor Roll in the South Belt Leader
- Red Ribbon Week / College Week school-wide activities
- Broadcasted morning announcements
- Daily Yellow Coupons for students
- Employee of the Month recognition
- Two Instructional Coaches / Two Intervention Teachers
- Students attending specials everyday
- Conduct Safety drills throughout the year
- ALICE training and drills conducted throughout the year
- RAPTOR training and drills conducted throughout the year
- CICSO Jabber front doorbell system for all visitors focusing on safety
- Dismissal procedures to account for all students and how they go home each day

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Arrival and dismissal procedures need to be safe for all, especially in high traffic areas. **Root Cause:** Bush sits on a busy street close to two major highways. This causes a lot of traffic during arrival and dismissal causing parents to want to alter our arrival and dismissal procedures.

Problem Statement 2: Students need to be provided with consistent effective instruction; therefore administration, instructional coaches, and other instructional support staff need to provide teachers with appropriate support and coaching. **Root Cause:** Inexperienced and new teacher needing the support and coaching.

Problem Statement 3: New teachers have limited experience of managing instruction and behavior of students in their classroom, while new to Bush teachers have limited experience understanding expectations of Bush. **Root Cause:** Inexperienced and new to Bush teachers need extra support through coaching cycles, mentoring programs, and BEAR Camp.

Technology

Technology Summary

Priorities for Bush Elementary:

- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, etc.
- Provide professional development on use of digital resources
- Additional training on Skyward MTSS program
- Use research-based programs such as Progress Learning, Dreambox, Waterford, and Amplify to effectively monitor student progress
- Utilize MAP Growth Reports to group students for targeted instruction
- Utilize AWARE data to plan targeted instruction and interventions
- Utilize the Summit Learning platform to plan targeted instruction through workshops and interventions
- Utilize mClass data to plan targeted instruction and interventions

Technology Strengths

- 1:1 devices for all students
- 21st century technology classrooms and library
- Use of Google Drive for all Campus Teams
- Technology professional staff developments and trainings
- Waterford Licenses
- Technology Liaison
- ClassLink
- Dreambox / Progress Learning / Amplify / Happy Numbers
- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, iPads, Chromebooks, etc.
- Provide professional development on the use of digital resources
- Personalized Learning in 4th grade classes
- Increased use of educational software as an intervention and enrichment tool
- Continued MAP testing for 2nd - 4th grade
- Interactive Promethean Boards in all classrooms
- Document Cameras in all classrooms
- Projectors in all classrooms
- Broadcasted morning announcements
- Teacher online instructional resources

- Refreshed Teacher technology system in classrooms
- Technology based school-wide safety systems in place (Raptor Check-in, Cisco Jabber doorbell/video system for front door)
- Campus based District Technology staff member
- District training for teachers to help with instructional technology needs
- Parenting center with computers accessible for use

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. **Root Cause:** School budgets are limited.

Priority Problem Statements

Problem Statement 1: Teachers continue to improve on the gaps that exist between student abilities due to various learning experiences.

Root Cause 1: Although students are making progress, they are still not at grade level. Teachers & staff continue to have to differentiate and provide Tier 2 and 3 interventions to close gaps.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: STAAR data shows that we have not reached the level for the percent of students meeting Meets and Masters that we were at Pre-Covid for all content areas tested.

Root Cause 2: The state assessments are written at a higher vocabulary level. We may not have provided sufficient staff development on scaffolds and supports for all of our students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: TELPAS data shows that we have a low percentage of students achieving Advanced and Advanced High in several areas and several grade levels.

Root Cause 3: Teachers are not trained well enough on intervention resources in addition to consistently taking a deep dive into Summit K12 data to see where their students are at.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Overall attendance rate from 2022-2023 is 95.4% and not at the expected of 97-98%.

Root Cause 4: Parents may not see the importance of having their students in their classrooms every day for learning and it is too easy to claim an extended illness. Also, there are not enough consequences for parents who do not bring their students to school regularly.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will reduce the achievement gap performance between all subgroups and All Students for Meets and Masters across all STAAR content areas, Reading and Math, from previous years.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Data analysis from results of common formative assessments, Lesson Plans, Data analysis of the results for Spring STAAR test and Data analysis of MAP assessments given throughout the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development for teachers on identifying, implementing, and assessing appropriate scaffolds and supports for Special Education students. Strategy's Expected Result/Impact: Teachers will be equipped with appropriate strategies for providing just-right differentiated supports for our Special Education students to raise levels of achievement in daily performance during instruction. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Intervention Teachers Funding Sources: Special Ed. (Pgm 23) - 199 - General Fund - \$920	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Students with disabilities will be in the classroom to receive the necessary individualized instruction to help raise the levels of achievement in daily performance. Staff Responsible for Monitoring: Campus Administrators, Special Ed. Case Managers, Homeroom teachers	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement district curriculum, scope and sequence, researched based strategies, and rigorous and relevant instructional practices in all campus grade levels. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement in all grade levels. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Funding Sources: Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$16,454.74, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Salary Title 1 Peer Facilitator - 211 - Title 1 A - Economically Disadvantaged Study - \$166,326.77, Salary Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$57,991.67, BFU, Overtime, Fixed - 199 - General Fund - \$45,300, At Risk (Pgm 24) - 199 - General Fund - \$2,504	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement a comprehensive and systematic campus-wide Kinder through 4th grade Advanced Academics GT program that provides a commitment to high levels of learning and meets the academic, social, and emotional needs of all Advanced Academic GT students. Strategy's Expected Result/Impact: Increase the percentage of identified GT students at all grade levels. Staff Responsible for Monitoring: Campus Administrators, GT Teacher, Classroom Teachers, GT Coordinator Funding Sources: G/T (Pgm 21) - 199 - General Fund - \$1,946	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meets the academic, social, and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Intervention Teachers, Classroom Teachers, Counselor Funding Sources: State Comp Ed - State Compensatory Funds - \$234,531, Extended Day Tutorials - Extended Day/Tutorial - \$4,300	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 2: During the current school year, we will increase the overall achievement on STAAR in 3rd and 4th grade for students meeting MEETS and MASTERS in Reading and Math from the previous year.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: Lesson Plans, Data analysis of common formative assessments, Data analysis of the results for Spring STAAR test, and Data analysis of MAP assessments given throughout the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development for teachers on identifying and implementing good teaching strategies, developing targeted interventions, and providing aligned assessments for our Dual Language students and our Regular Ed. students. Strategy's Expected Result/Impact: Teachers will be equipped with appropriate strategies to meet the needs for our Dual Language students in 3rd grade, assessing in Spanish, to increase their overall achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Intervention Teachers, 3rd Grade Teachers, Support Teachers, Paraprofessionals Funding Sources: Title 3 Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$929.01, Bil/ESL (Pgm 25) - 199 - General Fund - \$4,929	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: During the school year, we will continue to meet as grade level teams to plan rigorous instruction, develop small groups instruction, implement targeted interventions and align instruction horizontally and vertically. Strategy's Expected Result/Impact: Teachers will be able to provide high quality instruction and interventions that will help to increase our student achievement overall. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Intervention Teachers, Classroom Teachers	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: During the current school year, we will differentiate learning experiences through personalized educational approaches so that the number of students in Kinder, 1st and, 2nd grade reading on or above grade level will increase using the end of the year BAS Benchmark Assessment System.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Reading data walls, BAS level reports, Aware reports, Small Group lesson plans, walkthrough documentation, progress reports, report cards

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus instructional coaches and administrators will continue to meet with school personnel in weekly grade level PLCs to analyze student performance data leading to the adjustment of researched based instructional strategies, student grouping, and instructional materials and implementation of timely interventions as needed. Strategy's Expected Result/Impact: Increased student performance and closing of achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Intervention Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Consistent implementation of the BAS (Benchmark Assessment System) through the initial training of all new Reading teachers, update training for returning Reading teachers, and periodic calibration exercises throughout the school year. Strategy's Expected Result/Impact: Better understanding and consistent implementation of BAS across grade levels and teachers. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Classroom Teachers	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: During the current school year, we will increase the percentage of Emergent Bilingual students showing at least one years growth in TELPAS scores.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: TELPAS scores, Connect to Literacy-Summit K-12 reports, Teacher Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze TELPAS results, review the language acquisition rubrics, and adjust instructional strategies, student groupings, and instructional materials as needed to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of emergent bilingual students progressing at least one proficiency level in TELPAS. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Classroom teachers, ESL teacher	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of the Connect to Literacy-Summit K-12 program within our Dual Language classrooms and regular ed. classes. Strategy's Expected Result/Impact: Increase the percentage of Emergent Bilingual students showing growth in TELPAS scores Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Classroom teachers	Formative		
	Jan	Apr	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase parent engagement from the previous year.

Evaluation Data Sources: Surveys and sign in sheets





Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a system of support for families for chronically absent students. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator, Attendance Clerk Title I: 4.1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training opportunities for families to support students on the development of social emotional strategies and Conscious Discipline. Strategy's Expected Result/Impact: Increase families awareness on positive behavior management strategies. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator, Counselor Title I: 4.1 Funding Sources: Salary Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,485.97, Title 1 Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$2,903.78	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase family & community engagement in our school through our volunteering program. Strategy's Expected Result/Impact: Increased parent and community involvement in our school. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator, Counselor Title I: 4.1	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide assistance to parents by notifying them about various PISD district wide parent engagement workshops. Strategy's Expected Result/Impact: Increased number of parents attending the PISD district wide parent engagement workshops. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator, Counselor Title I: 4.1	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Partner with the School Counselor and School Staff to provide workshops and facilitate family events. Strategy's Expected Result/Impact: Increased parent and community involvement in our school. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator, Counselor Title I: 4.1	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.





Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Front door access will be controlled by front office staff and visitors will be allowed access to the front office area of the school, only after providing appropriate identification and being buzzed in by a staff member who verified the information presented. All staff and visitors will be required to wear district issued ID badge or Raptor visitor sticker. Strategy's Expected Result/Impact: Increased awareness and safety for all students and staff. Staff Responsible for Monitoring: Campus Administrators, Front Office Staff, All Teachers and Instructional Support Staff	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

Evaluation Data Sources: PBIS reports, discipline reports





Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline, and other respectful practices through the continued implementation of our weekly Den Time. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self-regulate and resolve conflicts peacefully. Staff Responsible for Monitoring: Campus administrators, Counselor, Staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: We will utilize our Safe and Civil School Committee (PIERS Team) to review school wide procedures, discipline data, and ensure that everyone is following the school wide school family expectations for staff and students.

Evaluation Data Sources: Staff Surveys, Discipline Data, Safety Audits

Strategy 1 Details	Formative Reviews		
Strategy 1: Our PIERS team will continue to meet monthly to review our school wide procedures and go through the Continuous Improvement Cycle to make adjustments. They will also review the discipline data to determine if there are any patterns that need to be addressed. This information will be shared with the staff at Faculty Meetings or in a School Newsletter or S'mores. Strategy's Expected Result/Impact: All staff will be provided with clear expectations/procedures for staff and students in all common area of the school. Discipline referrals should decrease. Staff Responsible for Monitoring: Campus Administrators, Counselor, All Teachers and Instructional Support Staff	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Budget for Bush Elementary

Total SCE Funds: \$238,633.00

Total FTEs Funded by SCE: 18

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional materials and supplies.

Personnel for Bush Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alaniz, Yagaira	Campus Coach - All Levels	1
Arredondo, Diana	Teacher - Elementary School	1
Broaddus, Mindy	Teacher - Elementary School	1
Buenrostro, Linda	Teacher - Elementary School	1
Candappa, Agatha	Paraprofessional - Instructional	1
Covarrubias, Cynthia	Teacher - Elementary School	1
De Leon, Zarait	Teacher - Elementary School	1
Diaz-Rodriguez, Nadja	Teacher - Elementary School	1
Dimakopoulos, Bobbye	Teacher - Elementary School	1
Gil, Vanessa	Teacher - Elementary School	1
Gonzalez, Erika	Teacher - Elementary School	1
Manriquez, Maria	Teacher - Elementary School	1
Marquez, Jennifer	Teacher - Elementary School	1
Miranda, Ruth	Teacher - Elementary School	1
Pham, Lan	Teacher - Elementary School	1
Ramos, Mariela	Paraprofessional - Instructional	1
Torres, Liliana	Teacher - Elementary School	1
Wedgeworth, Jessica	Campus Coach - All Levels	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Agatha Candappa	Elementary Aides		1
Jessica Wedgeworth	Peer Facilitator (Campus Coach)		1
Maria Murillo	District Parent Coordinator		0.5
Mariela Ramos	Elementary Aides		1
Yagaira Alaniz	Peer Facilitator (Campus Coach)		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Ed. (Pgm 23)		\$920.00
1	1	3	At Risk (Pgm 24)		\$2,504.00
1	1	3	BFU, Overtime, Fixed		\$45,300.00
1	1	4	G/T (Pgm 21)		\$1,946.00
1	2	1	Bil/ESL (Pgm 25)		\$4,929.00
Sub-Total					\$55,599.00
Budgeted Fund Source Amount					\$55,599.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salary Title 1 Instructional Aide		\$57,991.67
1	1	3	Salary Title 1 Peer Facilitator		\$166,326.77
1	1	3	Title 1 Instructional Materials		\$16,454.74
1	1	3	Plan4Learning		\$550.00
2	1	2	Salary Title 1 Parent Coordinator		\$23,485.97
2	1	2	Title 1 Parent Component Funds		\$2,903.78
Sub-Total					\$267,712.93
Budgeted Fund Source Amount					\$267,712.93
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title 3 Supplemental Funds		\$929.01
Sub-Total					\$929.01
Budgeted Fund Source Amount					\$929.01
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	State Comp Ed		\$234,531.00
Sub-Total					\$234,531.00
Budgeted Fund Source Amount					\$234,531.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Extended Day Tutorials		\$4,300.00
Sub-Total					\$4,300.00
Budgeted Fund Source Amount					\$4,300.00
+/- Difference					\$0.00
Grand Total Budgeted					\$563,071.94
Grand Total Spent					\$563,071.94
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District

L.F. Smith Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Pasadena iSD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

LF Smith Elementary

Mission

2022-23

LFS Mission:

LF Smith Elementary is committed to building positive relationships and providing a challenging and innovative curriculum where all students and staff can reach high levels of achievement for the betterment of our community. Grrr!

Motto: Best School, Best Students, Best Staff, and Best Community!

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

LFS Vision:

We strive to be a collaborative campus with the best students and staff in the best community – that’s LF Smith Elementary! Grrr!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

LF Smith Elementary serves students from PPCD through fourth grade. For the 2023-2024 school year, our current student population totals 588 students. We are down slightly from 2022 when we had approximately 605 students. There is a new apartment complex developed behind the school which could increase our enrollment counts later in the year. The demographic breakdown of our current student body is shown in the tables below.

Special Population Statistics 2023-2024

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, PL Only? No, ECHS Only? No

Summary - L F SMITH ELEMENTARY

Code	Grd	Ethnicity Code								Sex		Special Program																		Cont Enr	Total
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT-7			
All Stdnts	EE	0	0	10	0	0	0	2	0	9	3	0	12	3	0	0	0	0	0	0	3	12	10	9	0	0	0	0	0	12	
	PK	0	4	67	0	0	1	4	0	39	37	0	5	34	0	0	1	0	0	0	33	76	5	36	0	0	0	0	0	76	
	KG	1	0	72	0	0	0	4	0	42	35	0	15	32	0	0	1	1	0	0	29	77	58	52	0	0	0	0	0	77	
	01	0	0	94	0	0	1	2	0	47	50	11	12	40	0	0	0	2	1	0	37	97	82	80	1	0	0	0	0	97	
	02	0	4	118	0	0	0	0	0	55	67	10	22	60	1	0	2	3	2	0	55	122	105	92	0	1	0	0	0	122	
	03	0	0	107	0	0	1	2	0	51	59	20	17	54	1	0	1	2	0	0	48	110	102	92	5	6	0	0	89	110	
	04	0	2	91	0	0	0	1	0	53	41	7	10	48	0	0	1	2	0	0	43	94	77	62	6	3	0	0	69	94	
	Total	1	10	559	0	0	3	15	0	296	292	48	93	271	2	0	6	10	3	0	248	588	439	423	12	10	0	0	158	588	
	%	0.2%	1.7%	95.1%	0.0%	0.0%	0.5%	2.6%	0.0%	50.3%	49.7%	8.2%	15.8%	46.1%	0.3%	0.0%	1.0%	1.7%	0.5%	0.0%	42.2%	100.0%	74.7%	71.9%	2.0%	1.7%	0.0%	0.0%	26.9%	100.0%	

Student Counts as of 10/03/2023

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Demographics Strengths

The LF Smith student population has remained steady with predominately Hispanic students at 96%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance is at 95% as we begin the new school year and our goal is 96%. **Root Cause:** Families do not bring students to school with consistency.

Student Achievement

Student Achievement Summary

STAAR Scores

STAAR	2017	2018	2019	2021	2022	Change 21:22
<u>% Approaches Grade level</u>	76	76	69	58	69	11
3rd Rdg	X	X	X	X	X	X
3rd Span Rdg	83	88	75	57	58	1
3rd Math	X	X	X	X	X	X
3rd Span Math	69	74	73	59	71	12
4th Rdg	85	88	75	55	71	16
4th Math						
<u>% Meets Grade level</u>	42	36	31	25	42	17
3rd Rdg	X	X	X	X	X	X
3rd Span Rdg	53	50	40	22	29	7
3rd Math	X	X	X	X	X	X
3rd Span Math	37	41	37	25	38	13
4th Rdg	51	54	33	16	41	25
4th Math						

STAAR	2017	2018	2019	2021	2022	Change 21:22
<u>% Masters Grade level</u>	28	17	16		20	9
3rd Rdg	X	X	X	11	X	X
3rd Span Rdg	X	X	X	X	12	X
3rd Math	X	X	12	22	X	X
3rd Span Math	14	21	7	X	21	18
4th Rdg	23	26		3	19	12
4th Math				7		
<u>PISD % Meets Grade level</u>	44	35	39		45	20
3rd Rdg	X	X	X	25	X	X
3rd Span Rdg	43	36	38	X	31	16
3rd Math	X	X	X	15	x	X
3rd Span Math	38	39	39	X	47	24
4th Rdg	41	41	38	23	32	14
4th Math				18		
<u>Texas % Meets Grade level</u>	45	42	43		50	13
3rd Rdg	X	X	X	37	X	X
3rd Span Rdg	48	46	47	X	41	12
3rd Math	X	X	X	29	X	X
3rd Span Math	43	45	43	X	52	17
4th Rdg	46	47	46	35	41	7
4th Math				34		

Student Achievement Strengths

The campus scores are aligned with the district scores in 3rd LAR, 3rd and 4th grade math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students struggled with the new STAAR redesigned assessment. **Root Cause:** The STAAR test was new and our students and staff were not prepared for the new test.

Problem Statement 2 (Prioritized): Attendance is at 95% as we begin the new school year and our goal is 96%. **Root Cause:** Families do not bring students to school with consistency.

Problem Statement 3: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students and a dedicated time in the master schedule for intervention and enrichment. **Root Cause:** The students that are not meeting standards during common assessments need re-teach or intervention while the students that are mastering the standards need enrichment.

Problem Statement 4: Due to students have an increase in technology, the students need classes on how to use a computer and basic keyboarding skills. **Root Cause:** Students have not received direct instruction on how to use the computer or how to type.

School Culture and Climate

School Culture and Climate Summary

The campus continues to implement Safe and Civil Schools and our data indicates low discipline issues. Overall, our students and staff feel safe. Our staff has been trained on the ALICE and school safety procedures and drills. Our behavior referrals were low with less than 10% resulting in disciplinary removal. .

L F SMITH ELEMENTARY - Student Discipline Summary Report - 2022-2023		
All Reasons As of 5/24/2023		
Total Disciplinary Removal Rate		10.94%
SPED SD Risk Ratio	Black or African American	38.92
	Hispanic	0.03
Breakdown of Discipline by Ethnicity	Hispanic	80.00%
	Black or African American	20.00%
Breakdown by SPED Program	No SPED Program	66.67%
	Support Facilitation	25.00%
	Speech Only	6.67%
	Resource	1.67%

School Culture and Climate Strengths

Student, staff, and parent surveys all show high satisfaction with the climate (educational and behavioral) at L.F. Smith Elementary.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Elementary counselors focus on implementing the recommended ASCA model and providing needed direct services to students at least 80% of their work day. **Root Cause:** Student behavior challenges

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We are a staff that is experienced with 5-10 years in teaching. We continue to work to hire only the best teachers and to keep those excellent teachers that are on staff. We continue to utilize our district new teacher training program RISE to help our new teachers learn the instructional practices. On campus, we assign new teachers mentors and instructional coaches that provide training and support. Teachers by grade level and experience are listed below:

Grade Level	New Teacher	1-5 Years of Experience	5+ Years of Experience
PPCD/Pre-K		1/6=16.5%	5/6 =83.5%
Kindergarten		1/6=16%	5/6 = 83%
1st Grade		1/6= 16%	5/6 = 83%
2nd Grade	1/6		5/6 = 83%
3rd Grade	1/6	1/6 = 16%	4/6 = 67%
4th Grade		1/6= 16%	5/6 = 83%

Currently 3 staff members are classroom facilitators and all others are highly certified.

Staff Quality, Recruitment, and Retention Strengths

Based on our staff, student, and parent surveys, campus morale is high which helps us maintain an excellent staff. Each year we provide new teacher training to provide our new teachers with the skills they need to be successful on our campus. We continue to encourage our skilled paraprofessional staff to pursue their teaching degree and have hired several excellent teachers from this pool of candidates. We strive in creating a family atmosphere and help each staff member feel like a valued member of the school family. We build connections and ownership within the school and staff members through PLCs, committees and leadership opportunities. Our data indicates that teachers are staying and those that left 3 retired, 2 promotions, 1 family moved and 2 left for another PISD school from 2022 to 2023.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers have limited experience of managing instructions and behaviors of students in their own classroom. **Root Cause:** Inexperienced teachers need extra support through coaching cycles and mentoring programs.

Problem Statement 2: Elementary counselors focus on implementing the recommended ASCA model and providing needed direct services to students at least 80% of their work day. **Root Cause:** Student behavior challenges

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At LF Smith Elementary, each teacher aligns his/her classroom curriculum to the district timelines (posted in Eduphoria) which follows the state TEKS.

For 2019-2022, we are no longer using release tests as a growth measure. The district made the shift to MAP testing. We tested our students at the beginning of the year, and they will be tested mid-year and end-of-year to look at growth measures. Since our STAAR scores were shaky last year, we have put several steps in place as part of our CLT process. This will be further included as strategies in the body of the CIP.

The administrative team meets weekly, and we review classroom data (3rd and 4th) and brainstorm ideas for improving instruction, coaching and student achievement.

Curriculum, Instruction, and Assessment Strengths

We are continuing to use the data from our common assessments to identify students for remediation during WIN time. Our master schedule allows us a daily 40 minute block for each grade level which we call Tiger Time. This time period is dedicated to remediation and enrichment for students. Teachers find this schedule effective in targeting intervention needs. We also added WIN paraprofessionals so that we can target more students using LLI and Solucionnes. For the 2021-2022 school year we have also trained teachers in the lower grades with Project Read and Esperanza to fill some instructional gaps. We are trying to make sure that targeted students receive their "separate" tiered interventions during the school day. To this end, we added detail to the master schedule so that times are blocked out for each grade level for reading, math, and writing with a specific time that we push in extra support for Tier 3. The leadership team will be meeting with teacher teams on Fridays during Data Talks PLC time to analyze data, form intervention and enrichment groups and pull resources.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students and a dedicated time in the master schedule for intervention and enrichment. **Root Cause:** The students that are not meeting standards during common assessments need re-teach or intervention while the students that are mastering the standards need enrichment.

Parent and Community Engagement

Parent and Community Engagement Summary

At LF Smith Elementary, we involve our parents in many ways. Parents are invited every year to be part of our PAC Committee as well as participate in Watch Dogs and other volunteer opportunities. Currently these activities are coordinated by our school counselor and a part time parent coordinator. As part of our WatchDog program, Dads are encouraged to volunteer at least one full day during the school year. Dads that volunteer spend their day in a variety of locations. They follow their child for part of the day to assist in those areas, and they volunteer in the front office, the library, check the perimeter of the building, etc.

Parents are also encouraged to join our SBDM Committee. These parents assist us in making revisions to our parent/teacher/student compact. They assist us in revising our parent involvement policy, and they can offer suggestions to improve our school. Our SBDM parents also offer suggestions to the administrative team on areas for school improvement.

Family nights are planned during the school year so that parents can learn meaningful academic activities that they can do at home with their children. For the 2022-2023 school year, parents will be invited to participate in even more activities now that we are adding on the parent coordinator. The parent survey showed that our parents are pleased with the school and enjoy the parent events. the survey revealed that our parents want more opportunities to volunteer. The parent coordinator will be organizing the volunteers for this coming year.

Parent and Community Engagement Strengths

Every year our parents are asked to complete a needs assessment parent survey. For 2022-2023 parents were asked to complete an informal parent survey, and the results were positive.

Panera Bread continues to partner with us to provide one free breakfast for our back to school for teachers.

Mi Tienda donates grocery products and breakfast for the staff. We have formed a partnership with Serrano Insurance and they contribute to our CIP. We have formed a partnership with Medina Healthcare for health information for our parents.

We are partnered with Communities in Schools for the 2022-23 year.

We have also worked with the Houston Food Bank for several years. We have many students that receive food to take home for weekends through the Backpack Buddy program. For 2022-2023, we continue this partnership and now the Houston Food Bank delivers supplies to teachers and Backpack Buddies for groceries for our students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: According to our parent survey, parents want more opportunities to volunteer for the 2022-23 school year. **Root Cause:** COVID protocols and fear.

School Context and Organization

School Context and Organization Summary

The staff at LF Smith Elementary is committed to improving student achievement. We continue to work with the PLC data cycle and common assessments. We are confident that this will help us make sound instructional adjustments throughout the school year. iStation and DreamBox are utilized in Kindergarten through Fourth grade to improve student achievement. DreamBox provides math support, remediation, and enrichment, and Waterford is utilized for our non-readers in the English Kindergarten and 1st grade classes. Xtramath.org is utilized to support students in basic fact fluency. For the 2019-2020 school year, we had our lower grade regular teachers (K-2nd) trained in Project Read and our bilingual teachers (PK-1st) trained in Esperanza. These trainings will fill some much needed curricular gaps in the area of phonics instruction.

Our grade level teams have a common planning time (1 hour) so that they are able to plan and dialog together in order to improve student academic achievement. When building the master schedule, 3rd and 4th grade are given block time priority since they have the heaviest tested curriculum.

The master schedule was re-purposed in 2021-22 to add Tiger time for remediation and enrichment. Each grade level has a 40 minute block of time built into the school day. We are able to run extra blocks of LLI/Solucionnes, and we added PK to the WIN schedule. For the 2022-23 school year, we will continue with Tiger Time and designated time for intervention and enrichment.

School Context and Organization Strengths

The school systems support planned intervention and enrichment time (Tiger Time) throughout the day.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: According to our parent survey, parents want more opportunities to volunteer for the 2022-23 school year. **Root Cause:** COVID protocols and fear.

Technology

Technology Summary

Since we moved into the new LFS in 2017-2018, we had to re-establish technology priorities. Taking teacher and student needs into account, we ordered the following for each classroom - interactive projector, new teacher computer with docking station, new grade level printer, and new ELMO's where needed. We brought over old computers and our broadcasting system from the old school. We also have sound systems that we ordered for both music teachers, PE, and the office area. We ordered new laminating machines for our teachers, a cut out machine for our teachers, and a poster maker and an award maker for the school. We surveyed teachers at the beginning of 2018-2019 with Emily B's help, and we are continuing to address technology needs mainly based on infrastructure issues (i.e. cabling improperly installed).

For 2018-2019, we adjusted our schedule to increase technology usage. We had assigned personnel that opened computer lab #2 before school so that students can get extra time on iStation and/or DreamBox. This will continue for 2022-2023. We also surveyed our staff at the beginning of the year to continue to work on cabling issues. Our PF collected this information and will move forward with organizing cabling fixes.

In addition, the pandemic created virtual classes and the students each received a device and they use the device throughout the day to access programs such as Dreambox, Istation, Education Galaxy and so on. The students and staff all have their own individual device for the 2022-23 school year.

Technology Strengths

Our teachers have access to a wide variety of technology, and they have access to ongoing training at the campus and district level. For 2022-23, we use our radios for dismissal and for safety communication. This has been very helpful, and it has helped our dismissal traffic move more quickly. We do still have some reception issues that need to be worked out.

We are using our wireless mic and holding students in the cafeteria which has worked extremely well. Our technology liaison will be teaching technology snippets at each faculty meeting for 2022-23 as determined by the staff survey.

Problem Statements Identifying Technology Needs

Problem Statement 1: Due to students have an increase in technology, the students need classes on how to use a computer and basic keyboarding skills. **Root Cause:** Students have not received direct instruction on how to use the computer or how to type.

Priority Problem Statements

Problem Statement 1: Attendance is at 95% as we begin the new school year and our goal is 96%.

Root Cause 1: Families do not bring students to school with consistency.

Problem Statement 1 Areas: Demographics - Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum and instructional best practices by integrating science and social studies in reading and math so that students can have exposure and develop their background knowledge. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators, instructional coaches Funding Sources: Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$186,501.22, plan4learning - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$21,807.03, Staff - State Compensatory Funds - \$587,490	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training and resources necessary to implement differentiated research based instructional strategies so that all students are experiencing progress and academic success. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning for each grade level, PLC time and data digs. Strategy's Expected Result/Impact: data drive instruction resulting in student achievement and growth. Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Increase the percentage of special education students earning below approaches levels to approaches levels on STAAR Reading and Math from 35% to 50% on the 2024 STAAR test.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data analysis

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide PD for enrichment for students including GT students that will help our students reach higher levels of achievement. . Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Funding Sources: - 199 - General Fund - G/T - \$660	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Funding Sources: - 199 - General Fund - Bil/ESL - \$6,496, - 263 - Title III A - Bilingual Education, Language - \$3,813.09	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers</p> <p>Funding Sources: SPED - 199 - General Fund - Special Ed. - \$1,779, Extended Day - Extended Day/Tutorial - Extended Day - \$5,700, At-Risk - 199 - General Fund - At Risk - \$3,838, Dyslexia Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$86,714.65, BFU, Overtime, Fixed - 199 - General Fund - \$45,584, Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - \$31,161.74 , Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$57,605.80</p>	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:
Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 10%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$23,235.60, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,024.77, - 199 - General Fund - \$1,058	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase student attendance from 93% to 98% by the end of the current school year through parent education and incentives for students. Strategy's Expected Result/Impact: Students will increase attendance and punctuality. Staff Responsible for Monitoring: Admin, counselor, front office, teachers Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

State Compensatory

Budget for L.F. Smith Elementary

Total SCE Funds: \$598,326.00

Total FTEs Funded by SCE: 20

Brief Description of SCE Services and/or Programs

SCE funding is used for tutoring, intervention resources and supplies.

Personnel for L.F. Smith Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ayala, Christina	Teacher - Elementary School	1
Charles, Aaron	Teacher - Elementary School	1
Cuello, Marilyn	Teacher - Elementary School	1
Dominguez, Llenis	Teacher - Elementary School	1
Duran, Gabriela	Teacher - Elementary School	1
Emiliano Mendoza, Mariel	Paraprofessional - Instructional	1
Estrada, Lizeth	Teacher - Elementary School	1
Ferman, Laura	Teacher - Elementary School	1
Figueroa, Raul	Teacher - Elementary School	1
Garcia, Bertha	Paraprofessional - Clerical (CO2	1
Guzman, Rogelio	Campus Coach - All Levels	1
Harberson, Julie	Campus Coach - All Levels	1
Hernandez, Elizabeth	Paraprofessional - Instructional	1
Landa, Evelyn	Teacher - Elementary School	1
Lopez, Vicky	Teacher - Elementary School	1
Morales, Erica	Teacher - Elementary School	1
Phillips, Maria	Teacher - Elementary School	1
Ramos, Elizabeth	Teacher - Elementary School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Uribe-Archundia, Veronica	Teacher - Elementary School	1
Valdez, Rose	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bertha Garcia	Clerical Aides - Elementary School		1
Delfina Govea	District Parent Coordinator		0.5
Elizabeth Hernandez	Elementary Aides		1
Julie Harberson	Peer Facilitator (Campus Coach)		1
Llenis Dominguez	Dyslexia Teacher Elementary & Middle		1
Mariel Emiliano Mendez	Elementary Aides		1
Rogelio Guzman	Peer Facilitator (Campus Coach)		1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lorena Carrasco	Principal
Counselor	Dora Ortiz	Counselor
Classroom Teacher	Laura Davis	Teacher
Classroom Teacher	Rebeca Wise	Teacher
Classroom Teacher	Debra Garcia	Intervention teacher
Administrator	Letty Balderaz	Assistant Principal
Classroom Teacher	Renee Presa	Teacher
Paraprofessional	Maria Aranda	School Secretary
Classroom Teacher	Gabriela Duran	Teacher
Classroom Teacher	Karina Short	Teacher
Classroom Teacher	Veronica Uribe	Teacher
Classroom Teacher	Melanie Torres	Teacher
Business Representative	Salvador Serrano	Partner
Community Representative	Ivonne Perez	Community Rep
Parent	Mr. Butanda	Parent
Non-classroom Professional	Delfina Govea	parent coordinator

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		G/T	\$660.00
1	2	2		Bi/ESL	\$6,496.00
1	2	3	BFU, Overtime, Fixed		\$45,584.00
1	2	3	SPED	Special Ed.	\$1,779.00
1	2	3	At-Risk	At Risk	\$3,838.00
4	1	2			\$1,058.00
Sub-Total					\$59,415.00
Budgeted Fund Source Amount					\$59,415.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Funds	Title 1 Instructional Materials	\$21,807.03
1	1	1	plan4learning	Plan4Learning	\$550.00
1	1	1	Instructional Coach	Instructional Coach	\$186,501.22
1	2	3	Office Clerk		\$31,161.74
1	2	3	Instructional Para	Title 1 Instructional Para	\$57,605.80
1	2	3	Dyslexia Teacher		\$86,714.65
4	1	2		Title 1 Parent Coordinator	\$23,235.60
4	1	2		Title 1 Parent Component	\$4,024.77
5	2	4			\$1,000.00
Sub-Total					\$412,600.81
Budgeted Fund Source Amount					\$412,600.81
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,813.09

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$3,813.09
Budgeted Fund Source Amount					\$3,813.09
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff		\$587,490.00
Sub-Total					\$587,490.00
Budgeted Fund Source Amount					\$587,490.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Extended Day	Extended Day	\$5,700.00
Sub-Total					\$5,700.00
Budgeted Fund Source Amount					\$5,700.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,069,018.90
Grand Total Spent					\$1,069,018.90
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Mae Smythe Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

To empower students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessments to determine individual student needs
- Provide tutoring and enrichment in a timely manner
- Identify, monitor and provide support for at-risk students

Mae Smythe Elementary is a Title I school serving students from Pre-K to 4th grades, ECSE, ABLE and BSS. The current school population is 695 students. Enrollment Fluctuates due to high mobility rate. Studentwzoned to Mae Smythe Elementary are from 3 apartment complexes, 2 trailer parks and a limited number of residential homes. We are currently at 90% Free and Reduced lunch. Mae Smythe has three district-wide Special Education classroom serving students with Autism which elevates the percentage of students receiving Special Education services. We also have a BSS unit to support students with emotional disturbances and / or behavior issues. Currently we are at 16%.

Students attending Mae Smythe are predominantly Hispanic (92.23 %) along with a small percentage of African Americans (4.32%) and white (4.46%). We are proud to say that the gifted and talented population is at 72.37% and participation in Bilingual Education is at 45.32%. Our Special Education population is at 16%. Our Economically Disadvantaged population is at 90%, Which has increased over time.

Ethnicity Breakdown:

Black - 30 - 4.32%

Hispanic - 641 - 92.23%

White - 31 - 4.46%

American Indian or Alaskan native- 22- 3.17%

Two or More - 10 - 1.44%

Male - 369 - 53%

Female - 326 - 47%

Free- 571- 82 %

Reduced Lunch - 55 - 8%

Free and Reduced- 626- 90%

Special Programs:

At Risk - 503 - 72.37%

Bilingual - 315 - 45.90%

LEP - 319 - 45.90%

GT - 34 - 5%

Sped - 111 - 16%

504 - 24 - 3.5%

Dyslexia - 18 - 2.6%

Retainees - 44 - 7%

Demographics Strengths

- Strong Intervention process to identify students for Speech and Special Education testing
- GT Assessment/Testing/Identification process
- Bilingual Classes for each grade level
- Bilingual Instructional Aides to provide tutoring and support for the Bilingual classes
- Identification and monitoring of special populations (ELL, SPED, ED, GT)
- Pullout program for identified GT students
- Instructional Coaches and Instructional Aides to provide intervention to students in need
- Homeless Case Manager
- Monitor and provide interventions for all student subgroups
- Parent meeting to discuss the Title I program
- 504/Dyslexia - monitor and provide support for students
- Tutoring/Enrichment (RTI)
- Parent Communication in English and Spanish
- Extended Day through the TCLAS Program
- Tutoring before, during and after school

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase in our special education population **Root Cause:** More students are being identified through the IAT process as needing special education supports and services

Problem Statement 2 (Prioritized): Our Hispanic and Economically Disadvantaged sub groups are performing lower on formative assessments and need targeted supports to ensure

we meet their academic needs. **Root Cause:** Students lack the vocabulary and reading comprehension as well as academic language to increase to meets and masters.

Student Achievement

Student Achievement Summary

During the year, students had to go virtual if they were exposed or positive.

STAAR Scores

Campus/District/State Comparisons

May 2022

Percent at Approaching (which TEA considers passing)

Grade/Subject	Campus			District			State		
	20-21	21-22	+/-	20-21	21-22	+/-	20-21	21-22	+/-
3rd Grade Reading	52	67	15	58%	76%	18	68%	75%	9
3 rd Grade Reading Sp	46	56	10	56%	62%	6	52%	56%	4
3 rd Grade Math	30	50	20	48%	64%	16	61%	70%	9
3 rd Grade Math Sp	43	67	24	52%	69%	17	42%	70%	28
4 th Grade Reading	52	62	10	51%	75%	24	63%	76%	14
4 th Grade Math	44	66	22	46%	65%	19	58%	68%	10
4 th Grade Writing	57	NA		45%	NA	NA	53%	NA	NA

STAAR Scores

Campus/District/State Comparisons

May 2022

Percent at Meets

Grade/Subject	Campus			District			State		
	20-21	21-22	+/-	20-21	21-22	+/-	20-21	21-22	+/-
3rd Grade Reading	16	30	14	25%	45%	20	38%	50%	13
3 rd Grade Reading Sp	21	28	7	27%	28%	1	24%	25%	1
3 rd Grade Math	7	20	13	15%	31%	16	30%	41%	12
3 rd Grade Reading Sp	16	36	20	19%	31%	12	14%	42%	28
4 th Grade Reading	21	30	9	23%	47%	24	36%	52%	17
4 th Grade Math	26	28	2	18%	32%	14	35%	41%	7
4 th Grade Writing	18	NA		16%	NA		26%	NA	

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Priorities:

- Increase daily math problem solving in all grade levels
- Provide tutoring and enrichment in a timely manner
- Increase AR participation to build up student fluency and comprehension skills.
- Implement PLC's at all grade levels to monitor student progress
- Common assessments in reading and math (1st - 4th)
- Small group reading instruction to target students reading below grade level
- Data analysis of common assessments

Student Achievement Strengths

- Maintaining high expectations and achievement with changing demographics
- The gap between subgroups is closing each year
- Strong Intervention Process
- DEAR time in all grade levels
- GT Pullout program
- Focus and Spiraling of SE's
- District Curriculum, Timeline, Resources and Assessments
- Common Planning Time
- Small Group Instruction for Reading and Math
- Waterford/Successmaker/i station/Aims Web
- Targeting specific needs of students through tutoring
- More participation in Accelerated Reader from the 3rd and 4th grade students

- PIE Time schoolwide
- Increased accountability for the lower grades with CBA's and reading levels

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our Hispanic and Economically Disadvantaged sub groups are performing lower on formative assessments and need targeted supports to ensure we meet their academic needs. **Root Cause:** Students lack the vocabulary and reading comprehension as well as academic language to increase to meets and masters.

Problem Statement 2 (Prioritized): Students receiving special education services perform lower than the district on state assessments **Root Cause:** The students are usually working and performing 2 grade levels or more below. Their reading levels are also below and the state assessments are written at a higher level.

Problem Statement 3 (Prioritized): Teachers and staff need school safety and PBIS training which includes mental health awareness, behavior coaching, and social emotional wellness. **Root Cause:** Many students and families have experienced trauma that has not been addressed and is carrying over into their everyday activity and conversation, especially as it pertains to addressing conflict.

Problem Statement 4 (Prioritized): Elementary counselors need time built into the master schedule to provide consistent SEL support and character building lessons that provides needed direct services to students at least 80% of their work day. **Root Cause:** Counselors and teachers have numerous other duties and obligations that push SEL opportunities to the background.

Problem Statement 5 (Prioritized): Students need to be provided with consistent effective instruction; therefore administration, academic coaches, and instructional support staff need to provide teachers with appropriate support/coaching. **Root Cause:** Systems are needed for monitoring instruction and ensuring that teachers are assigned someone for support and coaching.

School Culture and Climate

School Culture and Climate Summary

The overall climate of the campus is positive. Parents, students, and teachers feel safe and supported as documented on the yearly parent survey and staff survey. The PBIS and SBDM committee evaluate campus procedures and make changes based on observations and feedback. Students are celebrated for citizenship, perfect attendance, good behavior, birthdays and academic accomplishments. Staff members are recognized in the weekly update and at faculty meetings. Community events and outreach programs are well supported by parents. We experience a high retention rate for staff members from year to year.

School Culture and Climate Strengths

Strengths include the following:

- Conscious Discipline
- Safe and Civil Schools/PBIS
- friendly atmosphere
- supportive and respectful faculty and staff
- faculty and staff care about the welfare and safety of the students
- decrease in discipline referrals
- collaborative work environment
- culturally diverse faculty and staff
- high attendance at family events and parenting activities
- parent volunteers
- Implementation of CHAMPS
- Attendance Incentives
- PBIS
- ALICE training
- Curriculum Committees
- MERT
- Student Celebrations and Recognitions
- Staff Celebrations and Recognitions
- Video announcements
- Courtesy Committee
- End of year Celebrations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers and staff need school safety and PBIS training which includes mental health awareness, behavior coaching, and social emotional wellness. **Root Cause:** Many students and families have experienced trauma that has not been addressed and is carrying over into their everyday activity and conversation, especially as it pertains to addressing conflict.

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Problem Statement 3 (Prioritized): Parents are involved in targeted programs and events, but do not always support students' daily academics at home, including checking weekly graded work, reviewing Skyward for progress, and supporting daily homework activities. **Root Cause:** There is a mindset shift that needs to take place to form a true school-home partnership where learning takes place everywhere and is not just the school's job to provide.

Problem Statement 4 (Prioritized): New teachers have limited experience of managing instructions and behaviors of students in their own classroom **Root Cause:** Inexperienced teachers need extra support through coaching cycles and mentoring programs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Mae Smythe Elementary, we provide teachers with opportunities to develop leadership capacity. We utilize interview committees when hiring new employees. All teachers are provided with support regarding curriculum, instruction and assessment. Coaches and administrators conduct walkthroughs. Staff development is provided based off needs that are observed through walkthroughs, teacher feedback and student performance. Teachers have voice through SBDM, PBIS and Team Meetings.

Staff Quality, Recruitment, and Retention Strengths

Strengths include the following:

- All teachers are highly qualified except eight classroom facilitators for in Pre-K, K, third grade, fourth grade and Special Education
- Mentors provided to new teachers
- Coaching by Instructional Coaches
- Professional development provided in targeted areas
- Teachers allowed to attend conferences
- Teachers encouraged to share best practices and ideas in faculty meetings, team meetings, PLC, and committee meetings
- T-TESS
- Walkthroughs, Observations
- Hiring Committees
- Mustang Academy for new teachers
- Peer observations

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher retention and the number of teachers with less than 5 years of experience. **Root Cause:** Ensure that new teachers are supported in class as well as district wide through coaching cycles and mentoring programs.

Problem Statement 2 (Prioritized): There is a lack of quality substitutes available. **Root Cause:** Teacher attendance has declined and substitutes do not feel prepared.

Problem Statement 3 (Prioritized): New teachers have limited experience of managing instructions and behaviors of students in their own classroom **Root Cause:** Inexperienced teachers need extra support through coaching cycles and mentoring programs

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Problem Statement 6 (Prioritized): Students need to be provided with consistent effective instruction; therefore administration, academic coaches, and instructional support staff need to provide teachers with appropriate support/coaching. **Root Cause:** Systems are needed for monitoring instruction and ensuring that teachers are assigned someone for support and coaching.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Mae Smythe Elementary, we are fully aware of the stated learning outcomes in the district's written curriculum for each grade level. We ensure that the district's curriculum is the taught with fidelity in each classroom. We plan weekly with grade levels and conduct data meetings to ensure student achievement. We use the district scope and sequence and materials provided in Eduphoria as well as the Summit platform for 4th grade.

Curriculum, Instruction, and Assessment Strengths

Strengths include the following:

- Vertical Alignment
- Alignment with state standards
- Team Planning led by Coaches
- PLC Meetings
- Small group instruction
- Data Analysis
- Usage of manipulatives
- Utilizing district materials on Eduphoria
- District Scope and Sequence
- Targeted Tutorials (RTI)
- Targeted Professional Development
- Technology Supports
- Common Assessments
- HB4545 After School Tutoring
- TCLAS After School High Impact Tutoring

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Engaged in focused monitoring of the academic progress of our Hispanic sub group in Reading on formative assessments and respond with targeted supports to ensure we meet their academic needs. **Root Cause:** Students lack the vocabulary, reading comprehension, academic language in order to increase STAAR scores to meets and masters. Our Hispanics students have significant gaps in the subject area of Reading.

Problem Statement 2 (Prioritized): Engage in focused monitoring of the academic progress of our Hispanic sub group in Math on formative assessments and respond with targeted supports to ensure we meet their academic needs. **Root Cause:** Students lack the vocabulary, reading comprehension, and Math academic language in order to increase STAAR scores to meets and masters. Our Hispanics students have significant gaps in the subject area of Math.

Problem Statement 3 (Prioritized): Engage in focused monitoring of the academic progress of our Economically disadvantaged sub group in Math on formative assessments and respond with targeted supports to ensure we meet their academic needs. **Root Cause:** Students lack the vocabulary, reading comprehension, and Math academic language in order to increase STAAR scores to meets and masters. Our Hispanics students have significant gaps in the subject area of Math.

Problem Statement 4 (Prioritized): Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students **Root Cause:** Students come to school with various background knowledge and experiences and needs.

Problem Statement 5 (Prioritized): Our Hispanic and Economically Disadvantaged sub groups are performing lower on formative assessments and need targeted supports to ensure we meet their academic needs. **Root Cause:** Students lack the vocabulary and reading comprehension as well as academic language to increase to meets and masters.

Problem Statement 6 (Prioritized): Elementary counselors need time built into the master schedule to provide consistent SEL support and character building lessons that provides needed direct services to students at least 80% of their work day. **Root Cause:** Counselors and teachers have numerous other duties and obligations that push SEL opportunities to the background.

Parent and Community Engagement

Parent and Community Engagement Summary

The faculty and staff at Mae Smythe realize the benefits of positive parental involvement in education. We provide consistent communication with parents and offer parents many opportunities to participate in educational functions, community events and volunteering. We have great attendance at parent events.

Parent and Community Engagement Strengths

Strengths include the following:

- Parent communication
- High attendance at school functions
- Parent Volunteers
- Successful Fundraisers
- Parenting Classes
- Online Music Events/ GRADE LEVEL CHOIR CONCERTS
- Community Outreach
- City of Pasadena Food Drive
- Grandparents Day (Virtual)
- Coffee with the Principal (Virtual)
- Family Book Fair Night
- Trunk or Treat Drive Thru
- Curriculum Nights
- Valentine's Day Dance
- Bunny Hop Event
- Pre-K Graduations
- Fourth Family Picnic
- Fourth Grade Celebration
- Fourth Grade Graduation

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There has been a decrease in parent involvement over the years **Root Cause:** In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

Problem Statement 2 (Prioritized): Parents are involved in targeted programs and events, but do not always support students' daily academics at home, including checking weekly graded work, reviewing Skyward for progress, and supporting daily homework activities. **Root Cause:** There is a mindset shift that needs to take place to form a true school-home partnership where learning takes place everywhere and is not just the school's job to provide.

School Context and Organization

School Context and Organization Summary

Daily operations, routines, and procedures ensure that we provide an orderly and safe environment for our students. Parent and teacher surveys reflect that our campus proves to be a safe environment for our community.

School Context and Organization Strengths

Strengths include the following:

- SBDM committee
- Curriculum committees
- Team Meetings with Administrators
- Team Planning
- Technology Committee
- Safe and Civil/PBIS Committee
- Faculty Meetings
- Administrator Support
- Visitor check in system (Raptor)
- Conscious Discipline
- Faculty Meetings
- Broadcast System
- Leadership Team Meetings
- Safety Training and Drills

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Students need to be provided with consistent effective instruction; therefore administration, academic coaches, and instructional support staff need to provide teachers with appropriate support/coaching. **Root Cause:** Systems are needed for monitoring instruction and ensuring that teachers are assigned someone for support and coaching.

Problem Statement 2 (Prioritized): Arrival and dismissal procedures need to be safe for all, especially in high traffic areas. **Root Cause:** MSE is located at on Burke Rd across from Sam Rayburn High School. This causes a lot of traffic during arrival and dismissal.

Technology

Technology Summary

Technology is used to support instruction and enhance student performance in all academic areas.

Technology Strengths

Strengths include the following:

- One-to-one devices for all students
- Kindle Fires provided by the district
- Training provided by Technology Liaison
- Access to research based intervention programs
- Access to research based websites and learning tools
- Promethean Boards and document cameras in every classroom
- Eduphoria support
- Highly qualified technology liaison
- Personalized Learning in 4th grade

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Existing campus hardware/software is not always able to support the evolving advances in technology **Root Cause:** School budgets are limited

Priority Problem Statements

Problem Statement 1: Our Hispanic and Economically Disadvantaged sub groups are performing lower on formative assessments and need targeted supports to ensure we meet their academic needs.

Root Cause 1: Students lack the vocabulary and reading comprehension as well as academic language to increase to meets and masters.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: Engaged in focused monitoring of the academic progress of our Hispanic sub group in Reading on formative assessments and respond with targeted supports to ensure we meet their academic needs.

Root Cause 2: Students lack the vocabulary, reading comprehension, academic language in order to increase STAAR scores to meets and masters. Our Hispanics students have significant gaps in the subject area of Reading.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Engage in focused monitoring of the academic progress of our Hispanic sub group in Math on formative assessments and respond with targeted supports to ensure we meet their academic needs.

Root Cause 3: Students lack the vocabulary, reading comprehension, and Math academic language in order to increase STAAR scores to meets and masters. Our Hispanics students have significant gaps in the subject area of Math.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Engage in focused monitoring of the academic progress of our Economically disadvantaged sub group in Math on formative assessments and respond with targeted supports to ensure we meet their academic needs.

Root Cause 4: Students lack the vocabulary, reading comprehension, and Math academic language in order to increase STAAR scores to meets and masters. Our Hispanics students have significant gaps in the subject area of Math.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Increase in our special education population

Root Cause 5: More students are being identified through the IAT process as needing special education supports and services

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students receiving special education services perform lower than the district on state assessments

Root Cause 6: The students are usually working and performing 2 grade levels or more below. Their reading levels are also below and the state assessments are written at a higher level.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Teachers and staff need school safety and PBIS training which includes mental health awareness, behavior coaching, and social emotional wellness.

Root Cause 7: Many students and families have experienced trauma that has not been addressed and is carrying over into their everyday activity and conversation, especially as it pertains to addressing conflict.

Problem Statement 7 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention

Problem Statement 8: Elementary counselors need time built into the master schedule to provide consistent SEL support and character building lessons that provides needed direct services to students at least 80% of their work day.

Root Cause 8: Counselors and teachers have numerous other duties and obligations that push SEL opportunities to the background.

Problem Statement 8 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 9: Teacher retention and the number of teachers with less than 5 years of experience.

Root Cause 9: Ensure that new teachers are supported in class as well as district wide through coaching cycles and mentoring programs.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: There is a lack of quality substitutes available.

Root Cause 10: Teacher attendance has declined and substitutes do not feel prepared.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: New teachers have limited experience of managing instructions and behaviors of students in their own classroom

Root Cause 11: Inexperienced teachers need extra support through coaching cycles and mentoring programs

Problem Statement 11 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention

Problem Statement 12: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students

Root Cause 12: Students come to school with various background knowledge and experiences and needs.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: There has been a decrease in parent involvement over the years

Root Cause 13: In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: Students need to be provided with consistent effective instruction; therefore administration, academic coaches, and instructional support staff need to provide teachers with appropriate support/coaching.

Root Cause 14: Systems are needed for monitoring instruction and ensuring that teachers are assigned someone for support and coaching.

Problem Statement 14 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 15: Arrival and dismissal procedures need to be safe for all, especially in high traffic areas.

Root Cause 15: MSE is located at on Burke Rd across from Sam Rayburn High School. This causes a lot of traffic during arrival and dismissal.

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: Existing campus hardware/software is not always able to support the evolving advances in technology

Root Cause 16: School budgets are limited

Problem Statement 16 Areas: Technology

Problem Statement 17: Parents are involved in targeted programs and events, but do not always support students' daily academics at home, including checking weekly graded work, reviewing Skyward for progress, and supporting daily homework activities.

Root Cause 17: There is a mindset shift that needs to take place to form a true school-home partnership where learning takes place everywhere and is not just the school's job to provide.

Problem Statement 17 Areas: School Culture and Climate - Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will increase the effectiveness of Tier 1 instruction and targeted intervention/enrichment in order to generate a 5% point gain in reading levels and math performance for students on end-of-year MAP testing.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: MAP data, Walk through documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas, Pride assembly celebrations

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor curriculum implementation through campus walkthroughs by going granular with feedback, offering opportunities for perfect practice, and making feedback more frequent. Strategy's Expected Result/Impact: Increased individual instructional awareness and reflection based on walkthrough feedback Staff Responsible for Monitoring: Campus Administrators, District Personnel Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$24,758.64, - 211 - Title 1 A - Economically Disadvantaged Study - \$550, - 199 - General Fund - \$60,712, - 211 - Title 1 A - Economically Disadvantaged Study - \$398,987.04, - 211 - Title 1 A - Economically Disadvantaged Study - \$140,488.29, - State Compensatory Funds - \$569,166	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches Title I: 2.4, 2.5, 2.6 Funding Sources: Consultant for Small Group Instruction Training - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, - Extended Day/Tutorial - \$5,000	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common intervention/enrichment time, PLC time, and extended time for collaboration and learning opportunities. Strategy's Expected Result/Impact: Increased quality Tier 1 instruction, increased collaboration regarding student learning and performance, increased Tier 2 (intervention) and enrichment instruction, and improved student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches. Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.





Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthroughs, lesson plans and assessment data

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified GT students, reduction in number of discipline referrals, higher level of achievement on assessments. Staff Responsible for Monitoring: Campus Administrators, GT Coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$2,377		Formative		
		Jan	Apr	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Implement the K-1 Dual Language and Bilingual Continuum for grades 2-4 using a tiered instructional model with resources to accelerate English acquisition Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain measures. Spanish library books to help with the Spanish reading levels Staff Responsible for Monitoring: Campus Administrators, LPAC Committee Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,910.15, - 199 - General Fund - \$3,868		Formative		
		Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic PK-4 Multi-Tiered System of Support (MTSS) approach that facilitates high achievement of student learning through academic, behavioral, and social-emotional support. Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Title I: 2.4 Funding Sources: - Extended Day/Tutorial - \$1,200, - 199 - General Fund - \$500	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will utilize small group instruction to customize learning and meet students' individual needs. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gap. Staff Responsible for Monitoring: Administrators Coaches Teachers Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize Summit K-12 program to promote language acquisition for all Emergent Bilingual (EB) students in the areas of listening, speaking, reading, and writing. Strategy's Expected Result/Impact: Students will successfully be able to comprehend and express themselves, in English, across all settings. Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: During the current school year, our 3rd and 4th grade student achievement on Math and Reading STAAR will increase by 5% from the 2022-23 school year in all student groups in all performance levels. Student groups include All Students, Special Education Students, and Emergent Bilingual Students (EB).

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: 2024 STAAR scores, District assessments, lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistently monitor student learning through the PLC process. Strategy's Expected Result/Impact: Increased instructional reflection; building of teacher capacity, and targeted programming that results in increased student performance Staff Responsible for Monitoring: Campus Administrators, Academic Coaches, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a campus-based system that supports MTSS to quickly identify and support students who are struggling with academics, behavior, and/or attendance. Strategy's Expected Result/Impact: Early detection and support of at-risk students; Increased teacher reflection and awareness; Increased student learning, Staff Responsible for Monitoring: Campus Administrators, Academic Coaches, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus-wide participation in the PLC Teacher Leader Collaborative Strategy's Expected Result/Impact: Increase teacher capacity in understanding the PLC process and effective monitoring of student learning. Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers Title I: 2.4, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 4	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 4: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students Root Cause: Students come to school with various background knowledge and experiences and needs.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will be exposed to college and career opportunities through participation in our annual College Week event.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate. Staff Responsible for Monitoring: Campus Administrators, Coaches, and District Staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Facilitate a strong positive staff culture through staff recognition and reward systems that encourage retention and word-of-mouth recruitment of highly qualified candidates. Strategy's Expected Result/Impact: High staff morale; Staff that stays and recruits others; collaborative culture; growth mindset Staff Responsible for Monitoring: Instructional Leadership Team; all staff	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





Performance Objective 2: Provide targeted professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign in Sheets, agendas,

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a master schedule that has additional time embedded for collaboration, modeling, and coaching. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings. Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, and District Personnel Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Complete the following book studies led by the curriculum department: Get Better Faster (instructional coaching) and Make it Happen (PLC process) Strategy's Expected Result/Impact: Increase instructional coaching strategies to support teachers by providing granular feedback of effective practices and using the four critical questions of the PLC at Work. Staff Responsible for Monitoring: C&I Department Administrators Instructional Coaches Title I: 2.4, 2.5 Problem Statements: Student Achievement 5 - Staff Quality, Recruitment, and Retention 6 - School Context and Organization 1	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:





Student Achievement
Problem Statement 5: Students need to be provided with consistent effective instruction; therefore administration, academic coaches, and instructional support staff need to provide teachers with appropriate support/coaching. Root Cause: Systems are needed for monitoring instruction and ensuring that teachers are assigned someone for support and coaching.
Staff Quality, Recruitment, and Retention
Problem Statement 6: Students need to be provided with consistent effective instruction; therefore administration, academic coaches, and instructional support staff need to provide teachers with appropriate support/coaching. Root Cause: Systems are needed for monitoring instruction and ensuring that teachers are assigned someone for support and coaching.
School Context and Organization
Problem Statement 1: Students need to be provided with consistent effective instruction; therefore administration, academic coaches, and instructional support staff need to provide teachers with appropriate support/coaching. Root Cause: Systems are needed for monitoring instruction and ensuring that teachers are assigned someone for support and coaching.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Reduce by 25% the number of BILINGUAL EXCEPTIONS and or ESL WAIVERS due to teachers who do not fully meet bilingual and or ESL certification requirements serving EMERGENT BILINGUAL students.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: To meet FEDERAL guidelines for students being served in the bilingual program, we will partner with the RISE Team and our multilingual team to help teachers prepare for the bilingual certification test and ensure follow through in completing the exam. Strategy's Expected Result/Impact: Classroom Facilitators will receive necessary training and support to ensure that they are successful in passing the necessary exams to become certified Bilingual teachers Staff Responsible for Monitoring: Campus Administrators, RISE team, Multilingual team, Classroom Facilitators, Instructional Coaches, Mentor Teacher Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet FEDERAL guidelines for students being served in the ESL program, our campus will continue to send teachers to the district's ESL INSTITUTE and to have the teachers take the ESL CERTIFICATION EXAM.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Sign in sheets, agendas, calendars and parental involvement reports, notes home .

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for families to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Staff Responsible for Monitoring: Counselor, Teachers and Parent Coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and support for parents to promote an effective partnership for student success. Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$4,369.17, - 211 - Title 1 A - Economically Disadvantaged Study - \$24,758.64	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote parent and business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Promote student/parent/business involvement through volunteerism and community service. Staff Responsible for Monitoring: Campus Administrators Parent Coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Partner with community organizations to provide learning opportunities for parents to develop parenting skills. Strategy's Expected Result/Impact: Improved student social emotional skills and academic performance; increased school-home partnership for academic success Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator, Counselors Title I: 4.2	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: During the current school year, Mae Smythe Elementary will focus on supporting the whole child and MSE staff by providing SEL support, promoting physical well being and maintaining a safe learning environment.





District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

High Priority

Evaluation Data Sources: Wellness committee agendas and sign in sheets, counseling documentation of social and emotional lessons and safety logs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during crisis situations. Staff Responsible for Monitoring: Campus Administrators, MERT Team,	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a master schedule that embeds weekly time for the counseling team to support students' social and emotional well-being through guidance lessons. Strategy's Expected Result/Impact: Better decision-making from students; increased coping and problem-solving skills; stronger communication skills to express needs Staff Responsible for Monitoring: Administrators, Counselors Title I: 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: SEL counselor will partner with the school counselor to provide direct counseling services to students in crisis and extend parental support. Strategy's Expected Result/Impact: Students will gain coping skills needed to address SEL needs. Home needs will be addressed to provide a healthy environment for students. Staff Responsible for Monitoring: Administrators, Counselor Team Title I: 2.6	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: During this school year, we will increase our efforts to provide a system that allows us to meet students where they are and offer timely academic, behavior, and social/emotional support.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: MTSS meeting schedules and minutes

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Ripple Effects, Habits of Success and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals , increased student achievement, equip students and staff to self regulate and resolve conflict peacefully. Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Develop a system of celebration and recognition of students and staff for various achievements throughout the year. Strategy's Expected Result/Impact: Promote a culture of excellence and a sense of belonging amongst all staff and students. Staff Responsible for Monitoring: MSE ILT PBIS Committee Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Mae Smythe Elementary

Total SCE Funds: \$658,680.00

Total FTEs Funded by SCE: 26

Brief Description of SCE Services and/or Programs

SCE funding is used for class reduction, intervention resources, instructional supplies and materials.

Personnel for Mae Smythe Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarado, Destiny	Teacher - Elementary School	1
Borjas, Susana	Teacher - Elementary School	1
Carrillo, Maribel	Teacher - Elementary School	1
Caudill, Cheryl	Teacher - Elementary School	1
Caudill, Tina	Teacher - Elementary School	1
Cuellar Cepeda, Irma	Paraprofessional - Clerical (CO2	1
Digulio, Jacquelyn	Teacher - Elementary School	1
Garza, Olga	Teacher - Elementary School	1
Gomez, Britney		1
Gutierrez, Adriana	Teacher - Elementary School	1
Hernandez, Zayra	Teacher - Elementary School	1
Kumar, Ana	Teacher - Elementary School	1
Lee, Amanda	Coordinator - ACE	1
Lee, Brian	Teacher - Elementary School	1
Martinez, Cynthia	Teacher - Elementary School	1
Martinez, Neydelin	Paraprofessional - Instructional	1
Morales, Gabriela	Teacher - Elementary School	1
Nguyen, Donna		1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Randolph, Robin	Teacher - Elementary School	1
Reyna, Rubyann	Paraprofessional - Instructional	1
Salazar Benavides, Hugo Uriel	Paraprofessional - Instructional	1
Sandoval, Rosa	Campus Coach - All Levels	1
Short, Javier	Campus Coach - All Levels	1
Siller, Angelica	Campus Coach - All Levels	1
Sosa Pagan, Aureo	Teacher - Elementary School	1
Valdez, Edwin	Paraprofessional - Instructional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Lazo	District Parent Coordinator		0.5
Angelica Siller	Peer Facilitator (Campus Coach)		1
Cheryl Caudill	Elementary Teacher		1
Edwin Valdez	Title 1 aide		1
Hugo Salazar	Title 1 aide		1
Irma Cuellar Cepeda	Clerical Aides - Elementary School		1
Javier Short	Peer Facilitator (Campus Coach)		1
Rosa Sandoval	Peer Facilitator (Campus Coach)		1
Rubyann Reyna	Elementary Aides		1
Susana Borjas	Elementary Teacher		1

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Ariel Pena	Assistant Principal
Administrator	Whitney Acuna	Assistant Principal
Peer Facilitator	Javier Short	Math Coach
Peer Facilitator	Angelica Siller	ELAR Coach
Counselor	Leah Minter	Counselor
1st Grade Team Leader	Brittany Hall	1st Grade Teacher
3rd Grade Team Leader	Aimie Clepper	3rd Grade Teacher
2nd Grade Team Leader	Shonda Brown	2nd Grade Teacher
4th Grade Team Leader	Juan Perez	4th Grade Teacher
Teacher	Kruti Dalal	Resource Teacher
Pre-Kinder Team Leader	Susana Borjas	Pre-K Teacher
Administrator	Sharon Williams	Principal

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$60,712.00
1	2	1			\$2,377.00
1	2	2			\$3,868.00
1	2	3			\$500.00
Sub-Total					\$67,457.00
Budgeted Fund Source Amount					\$67,457.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$398,987.04
1	1	1			\$140,488.29
1	1	1			\$550.00
1	1	1			\$24,758.64
1	1	2	Consultant for Small Group Instruction Training		\$3,000.00
4	1	2			\$4,369.17
4	1	2			\$24,758.64
Sub-Total					\$596,911.78
Budgeted Fund Source Amount					\$596,911.78
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,910.15
Sub-Total					\$3,910.15
Budgeted Fund Source Amount					\$3,910.15
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$569,166.00
Sub-Total					\$569,166.00
Budgeted Fund Source Amount					\$569,166.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,000.00
1	2	3			\$1,200.00
Sub-Total					\$6,200.00
Budgeted Fund Source Amount					\$6,200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,243,644.93
Grand Total Spent					\$1,243,644.93
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsga?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Matthys Elementary
2023-2024 Campus Improvement Plan



Mission Statement

District Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Matthys Mission Statement

We collaborate as a professional community so that all students learn essential academic and social skills needed to be productive and successful members of society.

Vision

District Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Campus Vision

At Matthys Elementary every child and adult feels safe, loves to learn, and inspire each other to grow every day.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Matthys Elementary is a Title I school serving students from PK to 4th grades located in the city of South Houston in Pasadena Independent School District. Matthys opened its doors in 1992 and is currently serving a population of 518 students. Matthys has three district-wide Special Education classrooms which elevates the percentage of students receiving Special Education services. Below the charts provide a breakdown of the campus demographics.

<i>Ethnicity</i>	<i># of Students</i>	<i>Percentage</i>
Hispanic/Latino	488	94.21%
White	18	3.47%
Black/African American	9	1.74%
Asian	1	< 1%
American Indian	1	< 1%
Two or more races	1	< 1%
<i>Total</i>	<i>518</i>	

<i>Other Demographics</i>	<i># of Students</i>	<i>Percentage</i>
Male	261	50.97%
Female	254	49.03%
Free/Reduced	441	85.1%
At Risk	403	77.8%
Bilingual	238	45.9%
LEP	252	48.6%
Gifted and Talented	41	7.9%
Special Ed	83	16%

Demographics Strengths

- Bilingual program/One-way dual language program for PK-1
- Special Education and Dyslexia programs
- Small groupings for SpEd resource services and ABLE II
- 504 program for identified students
- Intervention process for targeting and serving students in need of TIER 3 supports
- Bilingual/Title I instructional aides provide tutoring and support for struggling students
- Identification and monitoring of special populations
- TIER 2 supports of essential standards (PIE time)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is impacting daily instructional minutes and increasing student needs. **Root Cause:** Parents and families are unaware of the long-term effect of daily attendance.

Student Achievement

Student Achievement Summary

STAAR Scores

Campus/District/State Comparison

August 2023

Percent at Approaching (*which TEA considers passing*)

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	52%	67%	70%	+3	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Sp	50%	69%	68%	-1	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	72%	67%	55%	-12	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Sp	86%	77%	89%	+12	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	46%	61%	77%	+16	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	51%	59%	80%	+21	46%	65%	69%	+4	58%	69%	70%	+1

STAAR Scores

Campus/District/State Comparison

August 2023

Percent at Meets

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	17%	33%	36%	+3	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading Sp	30%	26%	34%	+8	27%	28%	34%	+6	24%	25%	51%	+26
3 rd Grade Math	4%	15%	19%	+4	15%	31%	31%	=	30%	42%	44%	+2
3 rd Grade Math Sp	21%	38%	39%	+1	19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	18%	29%	43%	+14	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	23%	28%	45%	+17	18%	32%	41%	+9	35%	42%	47%	+5

STAAR Scores

Campus/District/State Comparison

August 2023

Percent at Masters

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	2%	21%	11%	-10	10%	24%	15%	-9	19%	31%	20%	-11
3 rd Grade Reading Sp	12%	15%	16%	+1	17%	15%	20%	+5	15%	14%	20%	+6
3 rd Grade Math	0%	0%	9%	+9	5%	12%	11%	-1	14%	21%	19%	-2
3 rd Grade Math Sp	2%	8%	11%	+3	7%	13%	9%	-4	5%	21%	19%	-2
4 th Grade Reading	4%	6%	16%	+10	8%	21%	14%	-7	18%	29%	21%	-8
4 th Grade Math	13%	12%	12%	=	8%	15%	14%	-1	21%	23%	22%	-1

Student Achievement Strengths

Data trends revealed strengths in the following areas:

- Increase in approaches percentages: 3rd grade ENG reading, 3rd grade SPA mathematics, 4th grade reading, and 4th grade mathematics
- Campus 4th grade mathematics scores are above the state and district averages.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Data demonstrates students having large amounts of unfinished learning and not mastering projected grade level essential standards. **Root Cause:** Students are requiring targeted instruction and appropriate scaffolds.

School Culture and Climate

School Culture and Climate Summary

Matthys Elementary is a campus that is based on positive campus culture and sets high expectations for all students and staff. Teacher teams work in GLT's and PLC's to analyze data and plan for student groups. This in depth and ongoing analysis helps facilitate the continuous growth of our campus by focusing instructional needs of our students. In addition, the Courtesy Committee meets regularly to plan events to recognize teachers and students.

School Culture and Climate Strengths

94% of parents feel welcomed & know that Matthys staff care about their children.

93% of parents feel that Matthys provides the appropriate academic instruction and intervention.

97% of parents feel their child is safe at school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

District Priorities

- Continue to survey and share results with stakeholders
- Educate district employees on hiring activities and practices
- Provide training for paraprofessionals and support personnel to enhance their ability to work with students
- Provide trained mentors for all 1st year teachers and optional for 2nd year teachers
- Provide on-going coaching support about effective teaching strategies

Staff Quality, Recruitment, and Retention Strengths

- Strong staff development at the district and campus level
- Strong new teacher support and mentoring at the district and campus level
- Low staff turn-over rate
- Common planning time
- Bi-weekly PLC data talks

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff shortages adversely affect day-to-day operations on the campus. **Root Cause:** Outside factors impacted the number of highly qualified staff available to fill open positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum at Matthys Elementary is derived primarily from district-wide scope and sequence documents. Effective instructional implementation is promoted through quarterly focus trainings in each core content area and is regularly supported by campus-level instructional specialists. Professional Learning Communities at each grade level regularly collaborate to review data, formulate instructional plans, and design common formative assessments. The master schedule at Matthys Elementary includes a dedicated block of time for daily intervention in core subject areas, and the Intervention Assistance Team meets regularly to ensure that the needs of individual students at all three Tiers are consistently being met.

Curriculum, Instruction, and Assessment Strengths

- The inclusive development process of the curriculum
- Standards based PK-12 curriculum in development phase
- Focus Training for teachers in the newly written curriculum
- Instructional Leadership training for Principals, Assistant Principals, Campus coaches
- C & I, bilingual/ESL and special education instructional specialists working together
- Increased scores on statewide assessments
- PLC/Data time is part of the master schedule
- PIE time is part of the master schedule

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): More than 15% of Matthys's students are in need of supplemental interventions and more than 5% are in need of intensive interventions. According to our RtI pyramid these students are at-risk. **Root Cause:** Students are missing components of TIER 1 instruction due to inefficient planning of instruction and assessment.

Parent and Community Engagement

Parent and Community Engagement Summary

Matthys Elementary School shares a full-time Parent Coordinator with South Houston Elementary School. Two-and-a-half days a week, our Parent Coordinator provides parent trainings, plans and/or facilitates family events, and supports individual parents and families in need of assistance. Grade level teams create, organize, and facilitate one community event per year.

Parent and Community Engagement Strengths

- Parental involvement activities
- Phone call out system
- Parent education classes
- Community events
- Student programs
- Desire to work with parents and community to provide what is best for our students
- Watch Dogs
- Parent communication via Remind

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 2022 Parent survey results indicate that 8% of Matthys parents felt that the school did not provide enough opportunities for parents to volunteer and as stakeholders to make decisions. **Root Cause:** Safety measures are in continuous improvement.

School Context and Organization

School Context and Organization Summary

- Consistent school-wide implementation of Conscious Discipline and CHAMPS
- Have a secure, safe and friendly environment for all
- Review traffic patterns, arrival and dismissal procedures for safety and efficiency
- Conduct various safety drills
- Create a safety team and meet regularly
- Hold campus wide assemblies with students

School Context and Organization Strengths

- 2 instructional coaches
- 1 intervention teacher
- Broadcast morning announcements
- Remind application
- Crisis Team
- Safety Team
- Grade level common planning and PLC time
- Health and wellness emphasis
- Highly qualified staff
- Master schedule
- Monthly calendars
- Organized and safe arrival and dismissal procedures
- PBIS team
- PIE Time
- Raptor
- SBDM team
- School supervision in the halls and cafeteria
- Student council
- Safety Patrol
- Team building activities
- Team leaders
- Universal breakfast in the classroom
- Watch Dogs

Technology

Technology Summary

Technology integration is an important component of blended learning at Matthys Elementary. All classrooms are equipped with interactive Promethean boards, document cameras, and all students have been assigned a 1:1 device.

Technology Strengths

- Ongoing Implementation of the HUB
- Student Learning Management systems
- Campus Instructional Technology Liaison
- Technology professional staff developments and trainings
- Personalized Learning for all 4th grade classes
- LIVE Broadcast studio for morning announcements

Priority Problem Statements

Problem Statement 1: More than 15% of Matthys's students are in need of supplemental interventions and more than 5% are in need of intensive interventions. According to our RtI pyramid these students are at-risk.

Root Cause 1: Students are missing components of TIER 1 instruction due to inefficient planning of instruction and assessment.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: 2022 Parent survey results indicate that 8% of Matthys parents felt that the school did not provide enough opportunities for parents to volunteer and as stakeholders to make decisions.

Root Cause 2: Safety measures are in continuous improvement.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: Data demonstrates students having large amounts of unfinished learning and not mastering projected grade level essential standards.

Root Cause 3: Students are requiring targeted instruction and appropriate scaffolds.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: 100% of teachers analyze ongoing student assessment data to identify gaps, and create plans and rehearse for instructional adjustments (reteach).

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, M-Class, MAP, TELPAS, Interim, Circle, Literacy assessment, teacher made assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will demonstrate proficiency in unwrapping standards and creating exemplars. Strategy's Expected Result/Impact: The percentage of students needing TIER 2 and TIER 3 supports will decrease. Staff Responsible for Monitoring: Campus administrators, campus coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Peer Facilitator/Teacher with benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$185,390.27, Title I Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$57,989.80, DAIT - 211 - Title 1 A - Economically Disadvantaged Study - \$84,298.78, - Extended Day/Tutorial - 6399 - \$4,300, Title 1 office clerk - 211 - Title 1 A - Economically Disadvantaged Study - \$28,940.59	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will demonstrate proficiency in analyzing student work to identify the gap in learning and plan reteach. Strategy's Expected Result/Impact: Students will receive targeted and individualized instruction. Staff Responsible for Monitoring: Campus administrators, campus coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, - State Compensatory Funds - \$397,071	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will demonstrate proficiency in rehearsing the reteach for targeted gaps and providing feedback. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators and campus coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$48,647	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: 100% of teachers plan for appropriate differentiated scaffolds using student data/knowledge/goals to encourage productive struggle.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, M-class, MAP, TELPAS, Interim, Circle, Literacy assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use a revised planning agenda to deepen their understanding of student targeted goals and a definition of productive struggle. Strategy's Expected Result/Impact: Meet the academic needs of ALL students. Staff Responsible for Monitoring: Campus administrators, campus coaches, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June





Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use multiple sources of data to plan for differentiated scaffolds. Strategy's Expected Result/Impact: Close unfinished learning gaps, increase growth data Staff Responsible for Monitoring: Campus administrators, campus coaches, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,105.93, Campus Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$18,061.94	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual and ESL certification tests and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Self-contained and resource teachers are certified and will meet the requirements to service Emerging Bilingual students. Staff Responsible for Monitoring: LPAC Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

High Priority

Evaluation Data Sources: Raptor safety drill logs, weekly door sweep logs, summer safety audit, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: This school year, we will increase parental and community involvement by 15 percent.

Evaluation Data Sources: Surveys, sign in sheets, parent communication log, Remind

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness, participation in school activities Staff Responsible for Monitoring: Campus administrators, parent coordinator, teachers Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and community events in various ways and at various times throughout the school year. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrators, parent coordinator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,484.47, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,187.40	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for parents and community members to volunteer and assist with campus service projects and events. Strategy's Expected Result/Impact: Increased participation in service projects, volunteering, and campus events Staff Responsible for Monitoring: Campus administrators, parent coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will demonstrate proficiency in unwrapping standards and creating exemplars.
1	1	2	Teachers will demonstrate proficiency in analyzing student work to identify the gap in learning and plan reteach.
1	1	3	Teachers will demonstrate proficiency in rehearsing the reteach for targeted gaps and providing feedback.
1	2	1	Teachers will use a revised planning agenda to deepen their understanding of student targeted goals and a definition of productive struggle.
1	2	2	Teachers will use multiple sources of data to plan for differentiated scaffolds.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will demonstrate proficiency in unwrapping standards and creating exemplars.
1	1	2	Teachers will demonstrate proficiency in analyzing student work to identify the gap in learning and plan reteach.
1	1	3	Teachers will demonstrate proficiency in rehearsing the reteach for targeted gaps and providing feedback.
1	2	1	Teachers will use a revised planning agenda to deepen their understanding of student targeted goals and a definition of productive struggle.
1	2	2	Teachers will use multiple sources of data to plan for differentiated scaffolds.

State Compensatory

Budget for Matthys Elementary

Total SCE Funds: \$397,071.00

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

SCE funding is used for intervention resources, instructional materials, and supplies.

Personnel for Matthys Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Acosta, Julieta	Teacher - Elementary School	1
Banda, Martha	Campus Coach - All Levels	1
Bermea, Yessenia	Paraprofessional - Instructional	1
Calderon, Selena	Teacher - Elementary School	1
Chapa Sanchez, Dionicia	Campus Coach - All Levels	1
Chavez, Teresa	Teacher - Elementary School	1
Mcneil, Carrie	Teacher - Elementary School	1
Puente, Jeannete	Paraprofessional - Instructional	1
Ramirez, Daisy	Teacher - Elementary School	1
Ramirez, Maria	Teacher - Elementary School	1
Salas, Erica	Teacher - Elementary School	1
Salazar, Aglae	Teacher - Elementary School	1
Silva, Jennie	Paraprofessional - Clerical (CO2	1
Soto, Cynthia	Teacher - Elementary School	1
Vega, Mary	Teacher - Elementary School	1
Zavaleta, Maria	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dionicia Chapa Sanchez	Peer Facilitator (Campus Coach)		1
Emelina Jauregui	District Parent Coordinator		0.5
Erica Salas	Dyslexia Teacher Elementary & Middle		1
Jeanette Puente	Elementary Aides		1
Jennie Silva	Clerical Aides - Elementary School		1
Martha Banda	Peer Facilitator (Campus Coach)		1
Yessenia Bermea	Elementary Aides		1

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Principal	Erica Fernandez	Principal
Assistant Principal	Adriana Lopez	Assistant Principal
Counselor	Blanca Regalado	Counselor
Non-classroom Professional	Dionicia Chapa-Sanchez	Instructional Coach
Classroom Teacher	Ashley Mitchell	Pre-K teacher
Classroom Teacher	Maria Beaman	2nd grade teacher
Classroom Teacher	Aglae Salazar	Kinder teacher
Classroom Teacher	Maria G. Ramirez	1st grade teacher
Community Representative	Jonathan Acosta	
Parent	Karla Castillo	
Parent	Ashley Almendarez	
Classroom Teacher	Gabriela Zamora Bejar	4th grade BIL teacher
Non-classroom Professional	Donna Kocian	Librarian
Classroom Teacher	Diana Gonzalez	3rd grade teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$48,647.00
Sub-Total					\$48,647.00
Budgeted Fund Source Amount					\$48,647.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Aides		\$57,989.80
1	1	1	DAIT		\$84,298.78
1	1	1	Title 1 office clerk		\$28,940.59
1	1	1	Peer Facilitator/Teacher with benefits		\$185,390.27
1	1	2	Plan 4 Learning		\$550.00
1	2	2	Campus Instructional Funds		\$18,061.94
3	1	2		Title 1 Parent Coordinator	\$22,484.47
3	1	2		Title 1 Parent Component	\$3,187.40
Sub-Total					\$400,903.25
Budgeted Fund Source Amount					\$400,903.25
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,105.93
Sub-Total					\$3,105.93
Budgeted Fund Source Amount					\$3,105.93
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$397,071.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$397,071.00
Budgeted Fund Source Amount					\$397,071.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6399	\$4,300.00
Sub-Total					\$4,300.00
Budgeted Fund Source Amount					\$4,300.00
+/- Difference					\$0.00
Grand Total Budgeted					\$854,027.18
Grand Total Spent					\$854,027.18
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsga?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZvtn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
McMasters Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

122 - MCMASTERS EL

Code	Grd	Ethnicity Code								Sex		Special Program																		Cont Enr	Total
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT-7			
All Stdnrs	EE	0	2	10	0	0	0	2	0	10	4	0	14	0	0	0	0	0	0	0	0	14	10	4	0	0	0	0	0	14	
	PK	0	2	31	0	0	0	7	0	15	25	0	1	15	0	0	0	0	0	0	11	40	38	38	0	0	0	0	0	40	
	KG	0	1	40	0	0	1	7	0	27	22	0	12	12	0	0	1	2	0	0	10	49	44	30	1	0	0	0	0	49	
	01	0	1	68	0	0	1	4	0	32	42	5	9	26	0	0	1	0	1	0	24	74	63	48	1	0	0	0	0	74	
	02	0	1	49	0	0	2	7	0	38	21	6	15	20	0	0	0	0	2	0	18	59	53	28	2	2	0	0	0	59	
	03	0	0	57	0	0	0	3	0	31	29	11	15	23	0	0	2	2	2	0	21	60	54	33	1	5	0	0	50	60	
	04	0	0	53	0	0	0	6	0	30	29	11	11	17	0	0	1	0	0	0	17	59	53	26	3	5	0	0	43	59	
	Total	0	7	308	0	0	4	36	0	183	172	33	77	113	0	0	5	4	5	0	101	355	315	207	8	12	0	0	93	355	
	%	0.0%	2.0%	86.8%	0.0%	0.0%	1.1%	10.1%	0.0%	51.5%	48.5%	9.3%	21.7%	31.8%	0.0%	0.0%	1.4%	1.1%	1.4%	0.0%	28.5%	100.0%	88.7%	58.3%	2.3%	3.4%	0.0%	0.0%	26.2%	100.0%	

Student Counts as of 11/01/2023

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Demographics Strengths

- Early intervention programs such as ECSE 3 & 4 and Pre-Kindergarten programs
- RTI has made significant advances in assisting all students
- Bilingual program
- Bilingual certified teachers
- Universal Free Breakfast and Free Lunch
- Horizontal and vertical planning
- Program groups are collaborating during planning and PLT's
- Research-based strategies for EL students implemented schoolwide
- 4th grade Personalized Learning
- Intervention Teacher
- Consistent Data Meetings
- GT population of 9% has needs met through GT certified teachers and pull-out program

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students living in poverty and At Risk often have fewer resources and support at home to complete homework, study or engage in extra learning activities outside of the school day. Current data indicates our campus is at 72% economically disadvantaged. **Root Cause:** Parents working at night and multiple jobs are not able to provide the support needed at home to help struggling students.

Student Achievement

Student Achievement Summary

STAAR Scores

Campus/District/State Comparison

September 2023

Percent at Approaching (*which TEA considers passing*)

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	56%	73%	97%	+24	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Sp	30%	61%	53%	-8	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	45%	78%	100%	+22	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Sp	20%	73%	75%	+2	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	55%	78%	74%	-4	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	42%	65%	80%	+15	46%	65%	69%	+4	58%	69%	70%	+1

Attendance Data: Average attendance for the 22=23 school year was 93.30 percent.

Student Achievement Strengths

STAAR:

Growth of 24% for 3rd grade English reading from the previous year.

Growth of 22% for 3rd grade English math from the previous year.

Growth of 2% for 3rd grade Spanish math from the previous year.

Growth of 15% for 4th grade English math from the previous year.

Above the district and state average for 3rd grade English reading, 3rd grade English and Spanish math, and 4th grade English reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In regards to the Extended Constructive Response portion of the STAAR reading test, 44% of our students in 3rd and 4th grade received a score of 0. **Root Cause:** Many students struggled with providing a clear central idea that aligned with the question that was posed on STAAR.

Problem Statement 2 (Prioritized): The average attendance rate for our campus for the school year at 93.3% was below the district goal of 95%. Low attendance directly impacts achievement for students. **Root Cause:** Many students were out sick with COVID, flu or stomach viruses. Many parents were cautious when sending students back to school after they experienced COVID or symptoms of COVID. Many of our families lack support in getting adequate medical care for their children.

Problem Statement 3 (Prioritized): 47% of students taking the Spanish STAAR reading test did not pass the test. **Root Cause:** The passing rate for the Spanish STAAR reading test was higher than the passing rate for the English test.

School Culture and Climate

School Culture and Climate Summary

Parent Survey Results

96% of parents agree that they feel welcomed at McMasters

98% of parents agree that staff keeps them informed about student academic progress

97% of parents agree that staff keeps them informed of child's behavior

94% of parents feel comfortable talking to school personnel about their child

91% of parents feel comfortable talking to school staff about any concerns

98% of students feel safe at school

88% of parents feel that they have opportunities to volunteer on campus

97% of parents feel invited to attend school activities

98% of parents feel that staff members care about their students and want them to succeed

94% of parents feel that we provide appropriate academic instruction and intervention to obtain mastery of grade level skills

79% of parents feel that we provide enrichment that allows students to explore topics they are interested in

PBIS Discipline Data

Referrals for the year: 64

Number of students with referrals: 35

59% of referrals were in the classroom

93% of students had 0 to 1 discipline referral

5% of students had 2 to 5 discipline referrals

1% of students had 6 or more office referrals

School Culture and Climate Strengths

Strengths include the following:

- Parent survey indicates an overall approval of campus systems and processes
- Conscious Discipline
- Safe and Civil Schools/PBIS
- Right Choice Program
- friendly office staff
- supportive and respectful faculty and staff
- faculty and staff care about the welfare and safety of the students
- decrease in discipline referrals
- collaborative work environment
- culturally diverse faculty and staff
- high attendance at family events and parenting activities
- parent volunteers
- Implementation of CHAMPS
- Student Safety Patrol
- Chess Club
- Attendance Incentives
- PBIS
- ALICE training
- MERT
- Student Celebrations and Recognitions
- Staff Celebrations and Recognitions

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Only 88% of our parents felt that they had opportunities to volunteer for school events. **Root Cause:** The pandemic and safety issues have changed our processes for allowing parent participating through volunteering.

Problem Statement 2: 38 out of 64 discipline referrals were located in the classroom. **Root Cause:** More need for Tier 1 supports for classroom teachers and training for dealing with behavior issues in the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Texas Education Agency
2021-22 Staff Information (TAPR)
 MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	60.8	100.0%	100.0%	100.0%
Professional Staff:	42.2	69.3%	59.0%	64.1%
Teachers	33.3	54.7%	45.5%	49.3%
Professional Support	6.9	11.3%	10.1%	10.7%
Campus Administration (School Leadership)	2.0	3.3%	2.3%	2.9%
Educational Aides:	18.7	30.7%	12.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	59.0	4,194.0
Part-time Librarians	0.0	n/a	11.0	607.0
Full-time Counselors	1.0	n/a	116.0	13,550.0
Part-time Counselors	0.0	n/a	14.0	1,176.0
Total Minority Staff:	33.5	55.0%	65.4%	52.1%

Teachers by Highest Degree Held:

No Degree	0.0	0.0%	0.9%	1.4%
Bachelors	27.2	81.6%	75.8%	72.6%
Masters	6.1	18.4%	22.5%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%

Teachers by Years of Experience:

Beginning Teachers	2.0	6.0%	7.9%	7.9%
1-5 Years Experience	10.0	30.1%	27.4%	26.7%
6-10 Years Experience	9.1	27.3%	24.2%	20.6%
11-20 Years Experience	7.0	21.1%	28.7%	28.6%
21-30 Years Experience	4.2	12.5%	10.2%	13.2%
Over 30 Years Experience	1.0	3.0%	1.6%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	11.3	n/a	12.9	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.0	6.3
Average Years Experience of Principals with District	12.0	7.7	5.4

Average Years Experience of Assistant Principals	25.0	7.4	5.5
Average Years Experience of Assistant Principals with District	25.0	7.1	4.8
Average Years Experience of Teachers:	11.6	10.4	11.1
Average Years Experience of Teachers with District:	10.3	8.2	7.2

Staff Quality, Recruitment, and Retention Strengths

Strengths include the following:

- Most teachers are highly qualified - 3 currently working on certification
- Mentors or buddies provided to new teachers
- Coaching by Instructional Coaches
- Professional development provided in targeted areas
- Teachers allowed to attend conferences
- Teachers encouraged to share best practices and ideas in faculty meetings, team meetings, and committee meetings
- T-TESS
- Walkthroughs, Observations
- Hiring Committees
- Weekly team planning
- Teachers allowed to observe master teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): We currently have 3 classroom facilitators who are not certified, but in alternative programs. Two of those teachers have passed their content and STR exams. One of the teachers has not completed any certification tests at this time. **Root Cause:** It is difficult to find highly qualified teachers for special education openings. There are few applicants with many positions. Additionally, many education majors are opting to graduate prior to internship and enrolling in alternative education programs so that they may begin working in the field.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Team Planning Cycle: 1 day a week for ELAR, 1 day a week for Math - during conference time

Extended planning time at the beginning of each grading period for long range planning.

Data Review Cycle: Formative - Based on common assessment date for subject and grade level. During planning, determinations are made for common assessment dates. Data from common assessments is used to form intervention groups for PIE time. Reassessment occurs through quick checks in the classroom.

Summative - Data meetings for MAP, MClass, Interim, Mock, Reading level data, Campus created Benchmarks and STAAR are scheduled within 48 hours of completion of tests. Teachers write goals for themselves for MClass as relates to Tier 1 and Tier 2 instruction. Teachers set goals for students for MAP growth. Teachers set goals for students for increasing reading levels.

Each 9 weeks, grade level teams create 1 goal for reading and 1 goal for math based on an essential TEK for that grade level. Review of goals is completed at the end of the grade period.

PIE Schedule - 5 days a week - 2 days math, 3 days ELAR

Kinder - 1:45 - 2:15

First - 8:00 - 8:30

Second - 2:20 - 2:50

Third - 1:45 - 2:15

Fourth - 8:00 - 8:30

Curriculum, Instruction, and Assessment Strengths

Strengths include the following:

- Vertical Alignment
- Alignment with state standards
- Team Planning led by Coaches
- PLT Meetings
- Small group instruction
- Data Analysis
- Usage of manipulatives

- Utilizing district materials in the Google Platform
- District Scope and Sequence
- Targeted Tutorials - PIE time and additional interventions for filling in gaps
- Targeted Professional Development
- Technology Supports
- Common Assessments
- Calibrated Walkthroughs
- Peer Observations

Parent and Community Engagement

Parent and Community Engagement Summary

96% of parents agree that they feel welcomed at McMasters

98% of parents agree that staff keeps them informed about student academic progress

97% of parents agree that staff keeps them informed of child's behavior

94% of parents feel comfortable talking to school personnel about their child

91% of parents feel comfortable talking to school staff about any concerns

88% of parents feel that they have opportunities to volunteer on campus

97% of parents feel invited to attend school activities

98% of parents feel that staff members care about their students and want them to succeed

94% of parents feel that we provide appropriate academic instruction and intervention to obtain mastery of grade level skills

79% of parents feel that we provide enrichment that allows students to explore topics they are interested in

62% of parents believe that their children are learning about college and career options

Top Two Events/Workshops that Parents Are Interested in Attending:

Student Academic Honors/Awards

Bully Prevention

Parent and Community Engagement Strengths

Strengths include the following:

- Parent communication
- High attendance at school functions
- Parent Volunteers
- Successful Fundraisers
- Parenting Classes

- Fall Festival
- Grandparent's and Mother's Day events
- Community Outreach
- Parent Coordinator
- Academic based events
- Social Emotional informational meetings

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): As evidenced by the parent survey, only 62% of our parents felt that their students were learning options for college and career development.

Root Cause: Parents may not be aware of the activities that are offered on our campus to promote college and career development.

School Context and Organization

School Context and Organization Summary

Master Schedule

Grade Level	Music/PE	PIE Time (Intervention and Enrichment)
PK	10:35 - 11:10	
Kinder	11:45 - 12:40	1:45 - 2:15
First Grade	9:30 - 10:25	8:00 - 8:30
Second Grade	8:30 - 9:25	2:20 - 2:50
Third Grade	12:45 - 1:40	1:45 - 2:15
Fourth Grade	1:45 - 2:40	8:00 - 8:30

ELAR Planning - Tuesdays

Math Planning - Wednesdays

Morning Duty - All Paraprofessionals

Afternoon Duty - Certified Staff

School Context and Organization Strengths

Strengths include the following:

- SBDM committee
- Team Planning
- Safe and Civil/PBIS Committee
- Courtesy Committee
- Faculty Meetings
- Visitor check in system (Raptor)
- Conscious Discipline
- Faculty Meetings
- Broadcast News System
- Leadership Team Meetings
- Safety Training and Drills

- Common Planning Time
- 9 Weeks Extended Planning Time
- Chess Club
- Maker Spaces in Library
- GT Pull Out Program
- Beanstack Contest
- Dreambox Contest

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Even though teams plan together, there are inconsistencies in data results on common assessments. **Root Cause:** We have not moved to the modeling or show me stage during planning. Some teachers are more vocal and share, while others nod in agreement, but don't share their processes.

Problem Statement 2 (Prioritized): Students in resource are missing full exposure to general education curriculum. **Root Cause:** Pull-outs for resource have mainly been from the core subjects and not during tutorial times.

Technology

Technology Summary

100% of Certified and Non-Certified have been issued a laptop.

100% of students in K - 4 have a one-to-one device issued to them.

PK students have access to iPads in the classroom.

100% of certified staff have been trained on the Raptor Emergency Drill System and have the App downloaded on their phones.

Dreambox Usage 2022 - 2023

Overall School Metrics - 4.1 lessons per week

Technology Strengths

Strengths include the following:

- One-to-one devices for all students
- Training provided by Technology Liaison
- Access to research based intervention programs
- Access to research based websites and learning tools
- Promethean Boards and document cameras in every classroom
- Eduphoria and Google support
- Highly qualified technology liaison
- Personalized Learning in 4th grade
- Remind
- Google Classroom
- Online assessments in AWARE
- Progress Learning
- Lesson Plans Are Created and stored in Google

Problem Statements Identifying Technology Needs

Problem Statement 1: Student responses to open-ended questions on ELAR tests are limited. **Root Cause:** Students lack typing skills needed to fluently type paragraphs for reading responses.

Priority Problem Statements

Problem Statement 1: In regards to the Extended Constructive Response portion of the STAAR reading test, 44% of our students in 3rd and 4th grade received a score of 0.

Root Cause 1: Many students struggled with providing a clear central idea that aligned with the question that was posed on STAAR.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: As evidenced by the parent survey, only 62% of our parents felt that their students were learning options for college and career development.

Root Cause 2: Parents may not be aware of the activities that are offered on our campus to promote college and career development.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: Students living in poverty and At Risk often have fewer resources and support at home to complete homework, study or engage in extra learning activities outside of the school day. Current data indicates our campus is at 72% economically disadvantaged.

Root Cause 3: Parents working at night and multiple jobs are not able to provide the support needed at home to help struggling students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The average attendance rate for our campus for the school year at 93.3% was below the district goal of 95%. Low attendance directly impacts achievement for students.

Root Cause 4: Many students were out sick with COVID, flu or stomach viruses. Many parents were cautious when sending students back to school after they experienced COVID or symptoms of COVID. Many of our families lack support in getting adequate medical care for their children.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: We currently have 3 classroom facilitators who are not certified, but in alternative programs. Two of those teachers have passed their content and STR exams. One of the teachers has not completed any certification tests at this time.

Root Cause 5: It is difficult to find highly qualified teachers for special education openings. There are few applicants with many positions. Additionally, many education majors are opting to graduate prior to internship and enrolling in alternative education programs so that they may begin working in the field.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: 47% of students taking the Spanish STAAR reading test did not pass the test.

Root Cause 6: The passing rate for the Spanish STAAR reading test was higher than the passing rate for the English test.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Even though teams plan together, there are inconsistencies in data results on common assessments.

Root Cause 7: We have not moved to the modeling or show me stage during planning. Some teachers are more vocal and share, while others nod in agreement, but don't share their processes.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Students in resource are missing full exposure to general education curriculum.

Root Cause 8: Pull-outs for resource have mainly been from the core subjects and not during tutorial times.

Problem Statement 8 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: - 428 - G/T Performance Standards - G/T - \$1,233	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum, district ESL strategies and the updated One Way Dual Language program, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Title I: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$1,525.24, - 199 - General Fund - Bil/ESL - \$1,536	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - At Risk - \$1,937, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$33,750.91, - 224 - IDEA-B Special Education - Special Ed. - \$1,400, - State Compensatory Funds - \$251,547, - 211 - Title 1 A - Economically Disadvantaged Study - Peer Facilitator - \$91,679.81, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Teacher - \$81,919.54, - Extended Day/Tutorial - \$3,000, - 199 - General Fund - \$31,973, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional - \$12,628.05, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Discipline Referrals Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Restraint Documentation, Staff Development Certificates Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Schedules for resource students will be adjusted to ensure Tier 1 and Tier 2 instruction and exposure occurs in the general education classroom daily. Strategy's Expected Result/Impact: Increased achievement on grade level curriculum and state assessment for resource students Staff Responsible for Monitoring: Campus Administrators, Resource Teachers, Classroom Teachers Title I: 2.4, 2.6	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will improve student achievement on the 3rd and 4th grade ELAR STAAR test by ensuring that at least 50% of students will score a 5 or higher on the ECR writing portion.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: STAAR 23-24 data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development, modeling and coaching will be provided to ensure vertical alignment across all grade levels. Strategy's Expected Result/Impact: Improved student achievement in writing across all grade levels. Staff Responsible for Monitoring: ELAR Coach and Administrators Title I: 2.4, 2.6 Problem Statements: Student Achievement 1	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In regards to the Extended Constructive Response portion of the STAAR reading test, 44% of our students in 3rd and 4th grade received a score of 0. Root Cause: Many students struggled with providing a clear central idea that aligned with the question that was posed on STAAR.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 3: During the current school year, at least 80% of students in 3rd and 4th grade taking the STAAR Spanish Reading test will score at a passing level.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide targeted small group instruction, early intervention and aligned effective instructional strategies that promote student success. Strategy's Expected Result/Impact: Mastery of grade level TEKS as evidenced by common assessment performance Staff Responsible for Monitoring: Teachers, ELAR Instructional Coach, Administrators Title I: 2.4, 2.6 Problem Statements: Student Achievement 3	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will hold parent conferences to review student progress and obtain parental support in helping students succeed. Strategy's Expected Result/Impact: Improved practice and homework Staff Responsible for Monitoring: Teachers	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:





Student Achievement
Problem Statement 3: 47% of students taking the Spanish STAAR reading test did not pass the test. Root Cause: The passing rate for the Spanish STAAR reading test was higher than the passing rate for the English test.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: We will increase our overall attendance percentage for the current school year from 93% to 94%.

Evaluation Data Sources: Attendance reports in Mizuni

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will receive individual incentives and recognition for perfect attendance. Incentives will be scheduled monthly, each grading period and yearly. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Assistant Principal Title I: 2.5 Problem Statements: Student Achievement 2	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: The average attendance rate for our campus for the school year at 93.3% was below the district goal of 95%. Low attendance directly impacts achievement for students. Root Cause: Many students were out sick with COVID, flu or stomach viruses. Many parents were cautious when sending students back to school after they experienced COVID or symptoms of COVID. Many of our families lack support in getting adequate medical care for their children.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: mClass composite scores, PK literacy, and PK math data will increase by 5% or more every assessment period.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: BOY, MOY and EOY mClass data, PK district assessments each grading period





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week including school activities and parent-home connection Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6 Problem Statements: Parent and Community Engagement 1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities and provide information about those opportunities to parents. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6 Problem Statements: Parent and Community Engagement 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: As evidenced by the parent survey, only 62% of our parents felt that their students were learning options for college and career development. Root Cause: Parents may not be aware of the activities that are offered on our campus to promote college and career development.





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6 Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: LPAC minutes, Conference Logs Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6 Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: We currently have 3 classroom facilitators who are not certified, but in alternative programs. Two of those teachers have passed their content and STR exams. One of the teachers has not completed any certification tests at this time. **Root Cause:** It is difficult to find highly qualified teachers for special education openings. There are few applicants with many positions. Additionally, many education majors are opting to graduate prior to internship and enrolling in alternative education programs so that they may begin working in the field.





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators, campus coaches Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective communication methods for family to maintain engagement in student learning including Remind, campus website, Facebook, Monday folders, email, phone calls and parent conferences. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrators, parent coordinator, teachers Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to suggest and provide feedback regarding programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrators, parent coordinator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$25,687.54, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,228.48	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrators, counselor, parent coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports, staff surveys, parent surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

State Compensatory

Budget for McMasters Elementary

Total SCE Funds: \$269,815.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

The SCE funding is used for class size reduction, intervention resources, instructional materials and supplies.

Personnel for McMasters Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aubin, Kimberly	Campus Coach - All Levels	1
Bateman, Danielle	Teacher - Elementary School	1
Brown, Andrea	Teacher - Elementary School	1
Bryant, Amanda		1
Cantu, Mona	Paraprofessional - Instructional	1
Cherney, Maria	Teacher - Elementary School	1
Cortes Carrillo, Ana	Teacher - Elementary School	1
Martinez, Alicia	Teacher - Elementary School	1
Nunez, Claudia	Teacher - Elementary School	1
Stamey, Yvonne	Teacher - Elementary School	1

Title I

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. Power Hour is conducted Monday - Thursday for 50 minutes a day Monday-Thursday for grade K-4 to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Moore are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state standards.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Cortes Carrillo	Elementary Teacher		1
Kimberly Aubin	Peer Facilitator (Campus Coach)		1
Mona Cantu	Elementary Aides		1
Stephanie Saucedo	District Parent Coordinator		0.5

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		Bi/ESL	\$1,536.00
1	1	3			\$31,973.00
1	1	3		At Risk	\$1,937.00
Sub-Total					\$35,446.00
Budgeted Fund Source Amount					\$35,446.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		Title 1 Teacher	\$81,919.54
1	1	3		Title 1 Instructional	\$12,628.05
1	1	3		Plan4Learning	\$550.00
1	1	3		Peer Facilitator	\$91,679.81
1	1	3		Title 1 Instructional Para	\$33,750.91
4	1	2		Title 1 Parent Coordinator	\$25,687.54
4	1	2		Title 1 Parent Component	\$2,228.48
Sub-Total					\$248,444.33
Budgeted Fund Source Amount					\$248,444.33
+/- Difference					\$0.00
224 - IDEA-B Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		Special Ed.	\$1,400.00
Sub-Total					\$1,400.00
Budgeted Fund Source Amount					\$1,400.00
+/- Difference					\$0.00

428 - G/T Performance Standards					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		G/T	\$1,233.00
Sub-Total					\$1,233.00
Budgeted Fund Source Amount					\$1,233.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		Title 3 Bil./ESL	\$1,525.24
Sub-Total					\$1,525.24
Budgeted Fund Source Amount					\$1,525.24
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$251,547.00
Sub-Total					\$251,547.00
Budgeted Fund Source Amount					\$251,547.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$542,595.57
Grand Total Spent					\$542,595.57
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District

Meador Elementary

2023-2024 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and MEADOR ELEMENTARY, provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CURRENT ENROLLMENT SUMMARY BY ETHNICITY:

HISPANIC 283 = 62.89% AFRICAN AMERICAN 117 = 26.0% WHITE 18 = 4.0% ASIAN 24 = 5.3% TWO OR MORE RACES 5 = 1.1%

CURRENT ENROLLMENT BY GENDER

MALES 231 = 51.3% FEMALE 219 = 48.7% TOTAL STUDENTS 450

AT RISK 63.3% F&R 100% BIL 33.3% LEP 36.5% GT 4.9% SPED. 16.7% 504 2.6% DYS 2.6%

Demographics Strengths

- Identification and monitoring of At-Risk students, ELL students, and special populations
- GT Pullout Program
- Extended Day tutoring
- 504/Dyslexia/Tier 3 and Special Education monitor and provide support
- Master Schedule - PIE time with para support at each grade level
- Homeless Case Manager
- Tutorials, Enrichment, and Intervention support

Problem Statements Identifying Demographics Needs

Problem Statement 1: The high mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Student Achievement

Student Achievement Summary

Kinder & 1st Grade Beginning of Year Reading Levels

August 2023

ENGLISH--Kindergarten 1st 9wks Reading Inventory F23																																	
Total Students	Kindergarten 1st 9wks WRAP or BAS Instructional Level																									Level							
	AA	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Above	On	Below	Above & On			
48	40	3	4																										1	10%	6%	83%	17%
Total Students	SPANISH--Kindergarten 1st 9wks Reading Inventory F23																																
	Kindergarten 1st 9wks WRAP or BAS Instructional Level																									Level							
	AA	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Above	On	Below	Above & On			
Meador	21				20		1																				5%	0%		95%	5%		

	ENGLISH--Gr1 1st 9wks Reading Inventory F23																																	
	Total Students															Gr1 1st 9wks WRAP or BAS Instructional Level															Level			
																AA	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Meador	56	6	6	11	7	10	4	3	3	2	2		1		1														21%	7%	71%	29%		

		SPANISH--Gr1 1st 9wks Reading Inventory F23																															
		Total Students	Gr1 1st 9wks WRAP or BAS Instructional Level																										Level				
			AA	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Above	On	Below	Above & On	
Meador		22	11	4	2		2	1	2																			9%	5%	86%	14%		

Student Achievement Strengths

- Targeting specific needs of students through tutoring and enrichment
- Maintaining high expectations and achievement with increased standards and changing student populations
- Focus on rigor and relevance
- Closing the achievement gap between student groups
- Common team planning time
- 9 week planning days for teams
- Identifying essential standards by nine weeks
- District curriculum, time-lines, resources, and common assessments
- Targeted small group instruction
- Extended Day tutorials

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): There are 83% of kinder and 71% first grade students that are starting the 23 - 24 school year reading below grade level. **Root Cause:** There were many students who were not enrolled in PK and many students suffered from the summer slide

School Culture and Climate

School Culture and Climate Summary

- Continue with implementation of PBIS including Conscious Discipline and Safe and Civil Schools strategies
- Conduct staff, parent, and student surveys
- Increase positive school image through publicity/social media
- Increase a positive campus culture through team building events with the staff
- Establish a school wide book study with monthly meetings held off campus

School Culture and Climate Strengths

- Student/Employee Safety
- Friendly Atmosphere
- Family Oriented Environment
- Support from Colleagues
- Respected place to work and learn
- Student and Staff Recognition
- Well maintained campus
- Safe and Civil School Team
- PLC's
- Courtesy Committee
- Multi-Cultural Activities
- AR Carnival Reward Day/Rodeo Day
- Family Fun Run
- Playground
- Video announcements
- Blue Wave Card Readers for Safe Entry
- Meador Facebook page posts daily
- Building upgrades

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The campus needs school safety training which includes mental health and a parent/community component. **Root Cause:** The social and emotional needs of all students are constantly changing due to outside factors that contribute to the mental health needs of the campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers By Teaching Experience	Count	Percent	District	State
Beginning Teachers	0	0%	7.3%	7.8%
1-5 Years Experience	7	17.9%	35.5%	28.0%
6-10 years Experience	6	15.3%	23.5%	20.9%
11-20 Years Experience	19	48.7%	23.9%	27.8%
Over 20 Years Experience	7	17.9%	9.9%	15.5%

Staff Quality, Recruitment, and Retention Strengths

- Pasadena ISD was rated in top 100 of Houston's best places to work
- Strong staff development at the district and campus level
- Strong new teacher support and mentoring at the district and campus level
- Team Level Interview Committees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a low percentage of male staff compared to female staff on campus. **Root Cause:** There is a less likely chance of having male employees on elementary campuses versus upper level grades.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities:

- Follow district scope and sequence schoolwide
- Provide PLC planning days
- Administer district assessments and use data from assessments to drive instruction
- Use common assessment to monitor student progress
- Use various sources of data to develop intervention groups
- Utilize Campus Coaches as instructional coaches
- Provide time and resources for team planning
- MAP testing - Reading & Math
- mClass Data- Reading
- Dream Box Reports - Math
- Data disaggregation meetings with all grade levels
- Establish essential standards per nine weeks by grade level
- Provide uninterrupted nine week planning days each nine weeks

Curriculum, Instruction, and Assessment Strengths

- District Staff Development Opportunities
- District curriculum, time-lines, assessments, and resources
- Horizontally and vertically aligned curriculum
- Grade level and campus wide collaboration and planning
- District trainings and professional development
- Easily accessible data to use to guide instruction
- Use of Common Assessments
- Communication within PLC's
- Administrative support
- Consistent progress monitoring of all students

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The campus PLT data shows no evidence of vertical alignment conversations across grade levels. **Root Cause:** Teachers do not have the same planning times and time has to be scheduled in order for multiple grade levels to plan at once.

Parent and Community Engagement

Parent and Community Engagement Summary

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Increase number of business partnerships
- Solicit input from parents on desired trainings
- Parent Surveys throughout the school year
- Monthly parent trainings with the parent coordinator

Parent and Community Engagement Strengths

- Partner with Southbelt Chamber of Commerce
- Partners with Sagemont Church, Grace Community, and CT church
- Partner with AK Lawfirm for staff incentives
- Family Fun Night
- Open House
- Parent/student Compacts
- Community Publicity and Events
- Parent Orientations
- Family Fun Run
- Houston Police Department - PALS partnership
- Parent PE Week
- Consistent parent communication
- Health Fair

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lack of parent participation throughout the school year based on the interest of the event. **Root Cause:** Parent events are not offered at different times and communication barriers effect parent participation.

School Context and Organization

School Context and Organization Summary

Priorities

- Implementing Standards Based Grading to ensure grading consistency among teachers and schools
- Consistent schoolwide implementation of PBIS/Conscious Discipline and CHAMPS
- Data conversations at PLT
- Establishing school wide expectations in common areas

School Context and Organization Strengths

- Grade Level Common Planning Time
- Safe and Civil School
- Student Safety Patrol
- Safe and organized Dismissal Procedures
- Conscious Discipline
- Master Schedule
- Red Ribbon Week
- Fire and Safety Drills
- Raptor Check In System
- School Coordinated Health Advisory Committee
- Bullying Awareness
- Health/Fitness/Nutrition Emphasis
- Crisis Committee
- Arrival and Dismissal Procedures
- Cafeteria and Restroom Procedures
- Chess Club
- Start with Hello Week
- Robotics club
- Girls on the Run
- Ukulele club

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Paraprofessionals are often pulled to cover classes due to substitute shortage. **Root Cause:** There are not enough substitutes in the district to cover classes when needed.

Technology

Technology Summary

Priorities

- Embed technology into instruction to increase student use and productivity
- Provide professional development on use of digital resources
- Explicitly teach all students online resources that are embedded into instructional platforms such as Aweare and Google classroom.
- Utilizing newly installed promethean boards during instruction

Technology Strengths

- 1:1 device per student
- Newly installed Promethean Boards in every classroom
- Instructional Technology Teacher
- Schoolwide Utilization of computer and research based programs, ie...DreamBox, Reading A to Z, Waterford, SeeSaw, Google classroom
- Technology Professional Staff Development Opportunities
- Accelerated Reader Program
- Mini IPADS
- Technology support on campus every morning
- Newly installed teacher devices in every classroom
- Paraprofessionals and teachers received a new laptops
- 30 new desktop computers in the computer lab

Problem Statements Identifying Technology Needs

Problem Statement 1: Students need to be explicitly taught how to use the devices and newly implemented platforms appropriately. **Root Cause:** Students have no exposure to learning how to type or how to utilize online resources.

Priority Problem Statements

Problem Statement 1: There are 83% of kinder and 71% first grade students that are starting the 23 - 24 school year reading below grade level.

Root Cause 1: There were many students who were not enrolled in PK and many students suffered from the summer slide

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The campus PLT data shows no evidence of vertical alignment conversations across grade levels.

Root Cause 2: Teachers do not have the same planning times and time has to be scheduled in order for multiple grade levels to plan at once.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: The campus needs school safety training which includes mental health and a parent/community component.

Root Cause 3: The social and emotional needs of all students are constantly changing due to outside factors that contribute to the mental health needs of the campus.

Problem Statement 3 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the district average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets, student data and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators, Campus Coaches, and District Specialists Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$44,448, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 263 - Title III A - Bilingual Education, Language - \$1,885.75, - 211 - Title 1 A - Economically Disadvantaged Study - \$266,465	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and campus coaches Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - State Compensatory Funds - \$247,549	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: There are 83% of kinder and 71% first grade students that are starting the 23 - 24 school year reading below grade level. Root Cause: There were many students who were not enrolled in PK and many students suffered from the summer slide
Curriculum, Instruction, and Assessment
Problem Statement 1: The campus PLT data shows no evidence of vertical alignment conversations across grade levels. Root Cause: Teachers do not have the same planning times and time has to be scheduled in order for multiple grade levels to plan at once.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - GT - \$1,586	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$6,758.81	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - Extended Day/Tutorial - \$3,700	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Reduce by 25% the number of Bilingual Exceptions and/or ESL Waivers due to teachers who do not fully meet bilingual and/or ESL certification requirements serving Emergent Bilingual students.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: The staff will have 100% certified staff in all classrooms. Staff Responsible for Monitoring: Campus Principal Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,033	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be encouraged to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor, campus coaches, and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentorship opportunities and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, teachers, and paraprofessionals Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

State Compensatory

Budget for Meador Elementary

Total SCE Funds: \$247,549.00

Total FTEs Funded by SCE: 12

Brief Description of SCE Services and/or Programs

These funds are used for class size reduction, intervention resources, instructional materials ,and supplies.

Personnel for Meador Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cowan, Kimberly		1
Daumas, Connie	Campus Coach - All Levels	1
Dehoyos, Derenda	Campus Coach - All Levels	1
Gifford, Jill	Teacher - Elementary School	1
Gonzalez, Maria	Teacher - Elementary School	1
Hinojosa, Melisa	Teacher - Elementary School	1
Juarez, Anaseli	Teacher - Elementary School	1
Nelson, Holly	Teacher - Elementary School	1
Ortega, Isabel	Teacher - Elementary School	1
Perez, Leslie	Paraprofessional - Instructional	1
Richardson, Alexandra	Teacher - Elementary School	1
Turcios, Melanie	Paraprofessional - Instructional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Connie Daumas	Peer Facilitator (Campus Coach)		1
Cynthia Cortez	District Parent Coordinator		0.5
Derenda Dehoyos	Peer Facilitator (Campus Coach)		1
Leslie Perez	Elementary Aides		1
Melanie Turcios	Elementary Aides		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$44,448.00
Sub-Total					\$44,448.00
Budgeted Fund Source Amount					\$44,448.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Plan4Learning	\$550.00
1	1	1			\$266,465.00
1	2	1		GT	\$1,586.00
1	2	2			\$6,758.81
1	3	1			\$2,033.00
Sub-Total					\$277,392.81
Budgeted Fund Source Amount					\$277,392.81
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,885.75
Sub-Total					\$1,885.75
Budgeted Fund Source Amount					\$1,885.75
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$247,549.00
Sub-Total					\$247,549.00
Budgeted Fund Source Amount					\$247,549.00
+/- Difference					\$0.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$3,700.00
Sub-Total					\$3,700.00
Budgeted Fund Source Amount					\$3,700.00
+/- Difference					\$0.00
Grand Total Budgeted					\$574,975.56
Grand Total Spent					\$574,975.56
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Moore Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Moore's Comprehensive Needs Assessment Process

May 2023

- SBDM Committee met to review progress on the 2022-2023 Moore Campus Improvement Plan goals and discussed possible goals for the upcoming school year.
- Title 1 and campus created parent surveys were sent out digitally and on paper to all parents to get input on what their needs were and what school goals they would like for the 2023-2024 school year.

August 2023

- Moore staff reviewed the results of the parent surveys, school demographics, student achievement data (STAAR, mCLASS, TELPAS, reading levels, retention rates, etc.), and other data.
- In vertical teams, the staff discussed the data and identified strengths and needs in the following areas:
 1. Demographics
 2. Student Achievement
 3. School Culture and Climate
 4. Staff Quality, Recruitment, and Retention
 5. Curriculum, Instruction, and Assessment
 6. Parent and Community Engagement
 7. School Context and Organization
 8. Technology
- Grade level teams used this data to come up with two schoolwide goals for the 2023-2024 school year.
- The goals were compiled and the schoolwide goals to include in the Moore Campus Improvement Plan were identified.

September/October 2023

- The Moore Campus Improvement plan was developed incorporating the schoolwide goals that were identified.
- The Moore Campus Improvement Plan was reviewed with the staff for approval and then presented at the Moore SBDM Committee Meeting for final approval.

Demographics

Demographics Summary

Demographics

Group	2020-21	2021-22	2022-23	% Change
Male	54%	53%	54%	+1
Female	46%	47%	46%	-1
American Indian or Alaska Native	-	-	-	-
Asian	11%	9%	8%	-1
Black or African American	8%	9%	7%	-1
Hispanic/Latino	74%	73%	75%	+2
White	3%	5%	7%	+2
Two or More Races	4%	4%	3%	-1
Free Meals	69%	68%	63%	-5
Reduced Meals	8%	8%	12%	+4

Special Programs

Group	21-22 Students	21-22 School %	22-23 Students	22-23 School %	% Change
504	20	5%	20	5%	0
Special Education	42	12%	41	11%	-1
At Risk	210	59%	230	60%	+1

Bilingual/ESL	113	32%	123	32%	0
Emergent Bil.	128	36%	138	36%	0
Immigrant	14	4%	23	6%	+2
Free/Reduced	259	73%	297	77%	+4
Gifted & Talented	52	14%	54	14%	0
Dyslexia	20	5%	18	5%	0

At-Risk

At-Risk Reason	2021-22	2022-23	% Change
Retained	17%	16%	-1
Unsatisfactory State Assessment	16%	18%	+2
Unsatisfactory Readiness Test	40%	23%	+17
EB (Emergent Bilingual)	58%	60%	+2
Protective Services	.4%	.5%	+1
Homeless	0%	1%	+ 1
Incarcerated Parent	.8%	.8%	0

Summary:

Over the years Moore has seen an increase in the Hispanic population and a decrease in the Asian and White population. The number of students considered At Risk has increased over the past two years, especially in the number of students identified as At-Risk due to unsatisfactory readiness tests in grades K-3. One of the reasons for this is the impact the pandemic had on students learning and socialization before they entered school. The percentage of students identified as G/T, dyslexic, 504, and special ed. has remained the same, indicating the campus is adhering to the district guidelines and procedures in the identification process for these programs.

Priorities:

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessments and mCLASS reports to determine individual needs of students

- Use mCLASS data to provide specific targeted instruction in areas students performed unsatisfactorily on
- Provide tutoring and enrichment in a timely manner
- Identify, monitor, and provide support for at-risk students

Demographics Strengths

- Bilingual and ESL classes
- Identification and monitoring of special populations (ELL, spec. ed., econ. disadvantage, G/T)
- Monitor and provide interventions all student subgroups
- mCLASS and MAP data used to determine individual at-risk student needs at the beginning, middle, and end of year
- Strong Intervention Team and process
- McKinney Vento case manager
- Monitor and provide support for 504/dyslexia students
- Parent meeting to discuss Title 1 program
- Instructional Campus Coaches/Title 1 paraprofessional
- Tutoring and enrichment (Power Hour)
- Zone time for targeted tutoring
- Parent communication in English and Spanish
- Free breakfast and lunch for all students, regardless of their socio-economic status

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students have various background experiences and academic needs. **Root Cause:** Some students have large learning gaps due to the pandemic and other factors.

Student Achievement

Student Achievement Summary

STAAR Scores

Campus/District/State Comparison

Percent at Approaching (*which TEA considers passing*)

Grade/Subject	Moore				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	56%	88%	79%	-9	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading <u>Sp</u>	54%	60%	94%	+34	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	69%	74%	80%	+6	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math <u>Sp</u>	38%	63%	76%	+13	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	59%	91%	94%	+3	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	56%	76%	77%	+1	46%	65%	69%	+4	58%	69%	70%	+1

Percent at Meets

Grade/Subject	Moore				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	31%	56%	55%	-1	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading <u>Sp</u>	38%	40%	41%	+1	27%	28%	34%	+6	24%	25%	51%	+26
3 rd Grade Math	21%	43%	42%	-1	15%	31%	31%	=	30%	42%	44%	+2
3 rd Grade Math <u>Sp</u>	15%	25%	59%	+34	19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	31%	61%	72%	+11	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	20%	34%	46%	+12	18%	32%	41%	+9	35%	42%	47%	+5

Percent at Masters

Grade/Subject	Moore				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	31%	56%	55%	-1	25%	45%	46%	+1	38%	52%	51%	-1
3rd Grade Reading Sp	38%	40%	41%	+1	27%	28%	34%	+6	24%	25%	51%	+26
3rd Grade Math	21%	43%	42%	-1	15%	31%	31%	=	30%	42%	44%	+2
3rd Grade Math Sp	15%	25%	59%	+34	19%	31%	33%	+2	14%	42%	44%	+2
4th Grade Reading	31%	61%	72%	+11	23%	47%	38%	-9	36%	54%	47%	-7
4th Grade Math	20%	34%	46%	+12	18%	32%	41%	+9	35%	42%	47%	+5

Moore's STAAR percentage at Approaches, Meets, and Masters were higher than the district and state percentages in 3rd grade English Reading, 3rd Grade Spanish Math, 4th Grade Reading, and 4th grade Math. There were significant gains in 3rd Grade Spanish Reading and Math at all achievement levels. 4th grade Reading at Meets was 34% higher than the district and 25% higher than the state.

One of the reasons for these successes is the systematic way the 3rd and 4th grade teachers embedded the new STAAR question types and extended constructed responses in their every day teaching. Through modeling, guided practice, and continually monitoring of student progress, the teachers were able to identify and target the individual needs of their students. They also used Google Classroom and common assessments in AWARE to help students get accustomed to doing on-line assessments.

There was a decline in the number of students who achieved Masters in 3rd grade reading and math. To help in this area, it will be necessary to look at the rigor of instruction and assessments to make sure they are aligned with the state standards and STAAR expectations.

TELPAS Achievement

TELPAS	Listening				Speaking				Reading				Writing			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
Kinder	84%	16%	0%	0%	63%	37%	0%	0%	84%	16%	0%	0%	84%	16%	0%	0%
1 st	32%	55%	9%	5%	41%	55%	5%	0%	68%	23%	9%	0%	73%	27%	0%	0%
2 nd	6%	17%	6%	72%	18%	22%	39%	39%	6%	50%	28%	17%	11%	61%	28%	0%
3 rd	3%	12%	12%	73%	3%	58%	33%	6%	24%	18%	18%	39%	12%	39%	39%	9%

4th	3%	17%	40%	40%	7%	43%	43%	7%	0%	17%	17%	67%	0%	33%	40%	27%
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TELPAS Proficiency Growth Comparisons

TELPAS Proficiency Level Comparison	Listening			Speaking			Reading			Writing			Composite		
% Change	-	=	+	-	=	+	-	=	+	-	=	+	-	=	+
1st	5%	60%	38%	0%	71%	29%	0%	81%	19%	0%	81%	19%	0%	71%	29%
2nd	0%	12%	88%	6%	47%	47%	0%	6%	94%	0%	24%	76%	0%	18%	82%
3rd	3%	61%	36%	6%	61%	33%	13%	52%	36%	3%	58%	39%	3%	71%	26%
4th	16%	44%	3%	40%	53%	7%	0%	57%	43%	17%	63%	20%	23%	70%	7%

TELPAS Summary: The Emergent Bilingual students are making progress towards English language acquisition but the new TELPAS testing format for writing in 2nd-4th grade was a challenge for all. There was a slight improvement in the TELPAS listening and reading scores, but the speaking portion was still difficult for most. In all grade levels, students composite scores either stayed the same or increased from the previous year. All portions of 2nd-4th grade TELPAS (Listening, Speaking, Reading, and Writing) were on-line, which created some unique challenges. To help with this, teachers incorporated the Connect to Literacy-Summit K12 computer program with their emergent bilingual students. TEA has changed the emergent bilingual reclassification requirements to just the composite score having to be advanced high instead of all 4 of the areas needing to be advanced high. Because of this, there should be an increase in the number of students meeting the reclassification requirements this year.

Student Achievement Strengths

- Power Hour and Zone Tutoring Time
- Targeting specific needs of students through tutoring and enrichment
- Maintaining high expectations and achievement with increased standards and changing student populations
- Focus on systematic, targeted instruction and tutoring based on various data sources (ex. reading levels, common assessments, mCLASS, MAP, STAAR, etc.)
- Closing the achievement gap between student groups
- Common team planning and PLC time

- District curriculum, time-lines, resources, and common assessments
- Small group instruction and tutoring
- Connect to Literacy-Summit K12 computer program

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students have significant learning gaps due to the pandemic and other factors **Root Cause:** Many students were learning virtually and/or missed many days of instruction due to absences related to COVID 19 absences and quarantines.

School Culture and Climate

School Culture and Climate Summary

Attendance

	2020-21	2021-22	2022-2023	% Change
Attendance %	96.8%	94.6%	94.6%	0
Average Daily Enrollment	388	384	386	+2

Discipline Referrals

Discipline Referrals	2022-23	% of total
Disruptive/Aggressive	4	31%
Inappropriate Conduct/Verbal	1	8%
Bus Referral 1 st offense	3	23%
Bus Referral 2 nd offense	0	0
Insubordination	0	0
Persistent Misbehavior	0	11%
Weapon, other	0	0
Cig/Tobacco/E-Cig/Vape device	0	0
Disruption, Hallway	1	7%

Disruption, Classroom	3	23%
Profanity/Obscenities	1	7%
TOTAL	13	100%

Discipline Referrals by Location	2022-23	% of total
Bus	3	23%
Classroom	3	23%
Gym	2	15%
Library	2	15%
Cafeteria	1	8%
Playground	1	8%
Restroom	1	8%

Discipline Referrals by Grade Level	2022-23	% of total
PK/K	3	23%
1st	4	31%
2nd	0	0%

3rd	6	46%
4th	0	0%

Discipline Referrals by Day of the Week	2022-23	% of total
Monday	3	23%
Tuesday	2	15%
Wednesday	1	7%
Thursday	6	46%
Friday	1	7%

Discipline Referrals by Ethnicity	2022-23	% of total
Hispanic	7	54%
Multi-Racial	3	23%
African American	2	15%
Asian	6	8%
White	0	0%

Student Code of Conduct	2021-22	2022-23	Change
06 In School suspension	2	1	-1
26 Partial <u>In</u> School Suspension	0	4	+4
TOTAL	2	5	+3

Safe and Supportive School Program

Safe & Supportive School Program Data	2022-23
Threat reports received	4
Threat reports involving immediate danger or imminent safety	0
Threat reports involving threats of violence or harm towards others	3
Threat reports involving threats of violence toward self	1
Threat assessments resulting in law enforcement action	0
Threat assessments resulting in a referral or change in counseling or mental health support	0
Threat assessments resulting in a referral to or change in special	0

Attendance Summary: Attendance percentages did not change between the 21-22 and 22-23 school year and was at 94.6%, even though there were monthly incentives for perfect attendance and no tardies. This shows the incentives were not effective in increasing the daily attendance, so these will be discontinued this year.

Discipline Referrals Summary: There were only 13 discipline referrals for the 22-23 school year and the majority of these were for classroom disruptions and disruptive behaviors. A large majority of the discipline referral locations occurred during non-structured times when the students were not with their homeroom teacher (ex. bus, gym, library, etc.). PK-1st grade had 7 referrals and 3rd grade had 6. 2nd and 4th grade did not have any. Thursday was the day of the week with the most referrals (6). The referrals by ethnicity are proportionate with the ethnicity breakdown of the campus. Out of the 7 discipline referrals, 4 of them resulted in a partial in-school suspension and 1 resulted in a full day of in-school suspension. Since there were only 7 referrals for the 22-23 school year, the patterns observed when analyzing the data might not be valid.

Safety Summary: All required safety drills (evacuation, secure -weather and hazmat, hold, lockdown/ALICE) are done in accordance to district and state regulations. ***See addendum*** for the Moore Safety and Security Plan.

Priorities:

- Track student absences by completing daily pre-attendance checks and phone calls
- Use Skyward and RaaWee/TDPS and follow the district procedures for making phone calls and parent contact, sending warning letters, and creating attendance contracts
- Continue with implementation of Conscious Discipline and Positive Behavior Interventions and Supports (PBIS) strategies
- Monthly Campus PBIS Committee Meetings to review schoolwide procedures and make changes as necessary
- Continue with the Safe and Supportive School Program and Threat Assessment Team to investigate and report student threats
- Increase positive school image and branding through publicity (Facebook, Twitter, Instagram, etc.)
- Ensure all campus doors are closed and locked.
- Ensure all visitors check in with the front office before gaining access to any other area of the school and they are given a dated visitor badge to wear at all times.
- All staff members wear photo ID badge at all times.
- Review traffic patterns and arrival and dismissal procedures for safety and efficiency
- Consistent school-wide implementation of Conscious Discipline and CHAMPS
- Conduct various safety drills (shelter in place, tornado, lock down, fire, etc) throughout the year

School Culture and Climate Strengths

- Teachers making contact with parents about frequent absences
- Pre-attendance calls done by the office staff
- Campus PBIS Committee
- Conscious Discipline
- Positive Behavior Interventions and Supports data
- Well maintained building
- Respectful staff and students
- Student leadership opportunities
- Student Council
- Video Announcements

- Courtesy committee
- Multicultural events
- End of Year Celebrations
- Safety trainings and drills for entire staff
- Campus Bullying Prevention campaign
- Spotlighting special events, students, staff, organizations, and classes
- Door bells and locks on front interior doors activated by office staff to permit visitors who have checked in to enter the building.
- Door bell and peep holes for gym doors so they can remained locked during the school day.
- Door bells for each teacher on pod doors.
- Various safety drills taught to all students, shown on morning announcements, and practiced throughout the year
- Visitor check in system

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Need to provide school safety training which includes preventative, mental health awareness, and a parent/community component. **Root Cause:** There has been an increase in school and public violence and stress over the years.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Retention Data

Reason for Leaving	2020-21	2021-22	2022-23
Promotions within PISD	1	0	0
Other campus within PISD	0	0	1
Move to another district	1	1	2
Family relocation	0	0	0
Change in profession	0	0	0
Eliminated due to district staffing reductions	0	0	1
Retirement	1	2	0
Resignation	0	0	0
Total Teacher changes	3	3	4
Number of Teachers	34	35	35
Teacher Turnover Rate	8.8%	8.5%	11.4%

Summary: Moore does not have a high teacher/staff turnover. When staff members leave it is typically due to retirement or to work at a school closer to home.

Priorities

- Have a Highly Qualified Teacher in every classroom
- Have a fully certified bilingual teacher in each bilingual classroom
- Have only Highly Qualified Paraprofessionals to work with students
- Create an environment where people want to stay and not leave to have consistency in the building
- Encourage more staff to seek and obtain their G/T and ESL certification

Staff Quality, Recruitment, and Retention Strengths

- 100% of the teachers and paras will be certified/highly qualified based on TEA guidelines by the end of the year
- All new teachers are assigned a campus mentor
- Maintain a low turn over rate of employees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): New teachers have limited experience of managing instructions and behaviors of students in their own classroom. **Root Cause:** Inexperienced teachers need extra support through coaching cycles and mentoring programs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

mCLASS Kindergarten English 22-23

Group	K (EOY)							
English	Well Below	Well Below	Below	Below	At Level	At Level	Above	Above
School Year	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Composite Score	51%	42%	22%	27%	16%	24%	11%	7%
Letter Names (LNF)	47%	29%	20%	15%	33%	56%	0%	0%
Phonemic Awareness (PSF)	89%	91%	7%	7%	4%	2%	0%	0%
Letter Sounds (NWF-CLS)	36%	53%	29%	20%	24%	22%	11%	5%
Decoding (NWF-WRC)	78%	44%	4%	17%	9%	29%	9%	10%
Word Reading (WRF)	40%	39%	24%	17%	18%	32%	18%	12%
Reading Accuracy (ORF-Accu)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Reading Fluency (ORF)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Reading Comprehension (Maze)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

mCLASS 1st Grade English 22-23

Group	1st (EOY)							
English	Well Below	Well Below	Below	Below	At Level	At Level	Above	Above

School Year	21-22 MOY	22-23 EOY	21-22 MOY	22-23 EOY	21-22 MOY	22-23 EOY	21-22 MOY	22-23 EOY
Composite Score	36%	23%	7%	21%	35%	37%	22%	19%
Letter Names (LNF)	41%	31%	13%	8%	46%	61%	0%	0%
Phonemic Awareness (PSF)	28%	25%	32%	25%	40%	42%	0%	8%
Letter Sounds (NWF-CLS)	36%	35%	9%	15%	35%	35%	20%	15%
Decoding (NWF-WRC)	48%	47%	7%	13%	28%	25%	17%	15%
Word Reading (WRF)	26%	19%	11%	31%	35%	33%	28%	17%
Reading Accuracy (ORF-Accu)	26%	31%	28%	12%	21%	57%	0%	0%
Reading Fluency (ORF)	29%	27%	17%	23%	28%	25%	26%	25%
Reading Comprehension (Maze)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

mCLASS 2nd Grade English 22-23

Group	2 nd (EOY)							
English	Well Below	Well Below	Below	Below	At Level	At Level	Above	Above
School Year	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Composite Score	22%	12%	24%	21%	37%	36%	11%	31%
Letter Names (LNF)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Phonemic Awareness (PSF)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Letter Sounds (NWF-CLS)	34%	44%	34%	43%	33%	50%	40%	44%

Letter Sounds (NWF-CLS)	24%	14%	24%	12%	33%	60%	19%	14%
Decoding (NWF-WRC)	26%	19%	19%	5%	44%	62%	11%	14%
Word Reading (WRF)	20%	10%	22%	19%	33%	57%	15%	14%
Reading Accuracy (ORF-Accu)	37%	2%	9%	2%	48%	93%	6%	0%
Reading Fluency (ORF)	37%	17%	17%	19%	33%	40%	17%	24%
Reading Comprehension (Maze)	33%	26%	17%	17%	33%	33%	17%	24%

mCLASS K-2 Spanish 22-23

Group	K (EOY)				1st (EOY)				2nd (EOY)			
Spanish	Well Below	Below	At Level	Above Level	Well Below	Below	At Level	Above Level	Well Below	Below	At Level	Above Level
Composite Score	7%	7%	33%	53%	6%	0%	56%	38%	8%	0%	67%	25%
Nombrar letras (FNL)	0%	13%	20%	67%	0%	6%	44%	50%	n/a	n/a	n/a	n/a
Conciencia fonologica (FSS)	27%	20%	40%	13%	6%	19%	44%	31%	n/a	n/a	n/a	n/a
Sonidos de letras (FSL)	7%	27%	53%	13%	0%	25%	50%	25%	n/a	n/a	n/a	n/a
Decodificacion (LLS)	13%	13%	41%	33%	16%	0%	63%	31%	n/a	n/a	n/a	n/a
Lectura de palabras (FEP)	27%	40%	33%	18%	6%	0%	56%	38%	18%	0%	59%	33%
Fluidez en la lectura (FLO)	n/a	n/a	n/a	n/a	6%	6%	57%	31%	8%	8%	59%	25%
Precision en la lectura (FLO-Prec)	n/a	n/a	n/a	n/a	6%	19%	75%	0%	0%	33%	67%	0%
Comprension basica (CP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0%	25%	75%	0%

MAP Math English EOY 22-23

Group	2nd				3rd				4th			
MAP Math EOY 2023 English	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80
Overall Growth Performance	14%	12%	31%	43%	9%	14%	23%	54%	10%	17%	18%	55%
Numerical Representation and Relationships	14%	26%	21%	38%	14%	15%	17%	55%	10%	19%	25%	46%
Computations and Algebraic Relationships	14%	24%	21%	40%	9%	24%	29%	38%	13%	14%	25%	49%
Geometry and Measurement	12%	19%	24%	55%	8%	27%	23%	42%	14%	17%	18%	52%
Data Analysis and Monetary Transactions	10%	21%	21%	47%	9%	11%	23%	58%	10%	17%	18%	56%

MAP Reading English EOY 22-23

Group	2nd				3rd				4th			
MAP Reading EOY 2023 English	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80

Overall Growth Performance	7%	24%	19%	50%	18%	18%	20%	44%	3%	18%	26%	53%
Author's Purpose and Craft	2%	21%	24%	52%	23%	8%	18%	51%	4%	19%	22%	54%
Multiple Genres	14%	19%	17%	50%	21%	18%	15%	45%	6%	18%	25%	51%
Foundational Language Skills: Vocabulary	10%	21%	21%	48%	17%	18%	26%	39%	8%	15%	26%	50%

MAP Math Spanish EOY 22-23

Group	2nd				3rd			
MAP Math EOY 2023 Spanish	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80
Overall Growth Performance	8%	25%	33%	33%	0%	24%	24%	53%
Numerical Representation and Relationships	25%	25%	25%	25%	0%	6%	47%	47%
Computations and Algebraic Relationships	17%	33%	17%	33%	12%	12%	12%	65%

Geometry and Measurement	0%	25%	58%	16%	6%	24%	29%	41%
Data Analysis and Monetary Transactions	17%	8%	25%	50%	0%	18%	29%	53%

MAP Reading Spanish EOY 22-23

Group	2nd				3rd			
MAP Reading EOY 2023 Spanish	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80	Lo <21%	LoAvg 21-40%	Avg 41-60%	HiAvg/Hi 61->80
Overall Growth Performance	17%	8%	8%	67%	0%	12%	6%	82%
Author's Purpose and Craft	17%	8%	25%	50%	0%	12%	18%	70%
Multiple Genres	17%	8%	0%	75%	0%	18%	6%	77%
Foundational Language Skills: Vocabulary	17%	0%	17%	67%	0%	12%	12%	77%

Summary: When looking at the mCLASS data, the kindergarten phonemic awareness is low as a whole and this needs to be an area targeted by the entire grade level. While students are showing growth in all areas of mCLASS throughout the year, there is still a need to provide targeted instruction to ensure more students achieve at or above grade level in each area. The MAP scores in 2nd-4th grade show students are making significant growth throughout the year.

Priorities:

- Follow district scope and sequence school-wide
- Administer MAP assessments (2nd-4th) and district assessments and use data from assessments to drive instruction
- Administer mCLASS (K-2) and use data to provide specific targeted instruction based on individual student needs
- Use common assessment to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Instructional coaches collaborate with teachers on curriculum and instruction
- Provide time and resources for PLCs
- Standards based grading and report cards
- Small group instruction 3 to 4 times a week to provide specific targeted instruction

Curriculum, Instruction, and Assessment Strengths

- District curriculum, time-lines, assessments, and resources
- Beginning, middle, and end of the year MAP assessments for 2nd-4th grade
- Beginning and end of year mCLASS assessments for K-2
- Horizontally and vertically aligned curriculum
- Team collaboration and planning
- Grade Level PLCs
- District trainings and professional development
- Campus coaches as instructional content specialist and coaches
- Highly qualified staff
- Easily accessible data to use to guide instruction
- Instructional Technology
- Daily tutoring and enrichment in all grade levels (Power Hour and Zone Time)
- mCLASS
 - K-2 letter names
 - 1st grade fluency
 - 2nd grade reading accuracy
 - 75% of 2nd grade students are at or above level in Spanish comprehension
 - Student growth throughout the year
- MAP
 - 2nd-4th grade students made significant growth on the EOY MAP
 - Spanish comprehension on MAP was 75% and 3rd grade Spanish growth is high (82%)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. **Root Cause:**

Students come to school with various background knowledge and experiences and needs.

Parent and Community Engagement

Parent and Community Engagement Summary

Community Night Participation

Date	Event	Student Participation	Parent/Community Participation
Sept. 26, 2023	Tailgating	169 (44%)	Approx. 350
Nov. 27, 2023	STEM	153 (40%)	Approx. 325
Mar. 27, 2023	Health Fair	119 (31%)	Approx. 200

Parent Survey -*See addendum*

Priorities:

- Continue having Community Nights and monthly Parent Lunches
- Have the Parent Lunches on different days of the week
- Have field trips for students in all grade levels and have parent chaperones
- Increase volunteer opportunities for parents and provide volunteer training
- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Continue working with Dobie student organizations to provide volunteers for night events
- Increase number of business partnerships
- Solicit input from parents on desired trainings and special events

Parent and Community Engagement Strengths

- Community Nights and events
- Remind, Skyward, and Automated phone call out system
- Facebook/Twitter/School Website
- Parent Coordinator
- Title 1 Parent Meeting
- Dyslexia Parent Meeting
- Community technology and educational classes
- Beginning of the Year Parent Conference
- Parent, Teacher, Student Compacts
- Volunteers
- Career Day
- Student Programs

- Community publicity
- Parent communication in English and Spanish,

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There has been a decrease in parent involvement over the years. **Root Cause:** In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

School Context and Organization

School Context and Organization Summary

Teacher Demographics

Teachers by Ethnicity	Count/Avg	Percent	District	State
African American	2	6%	10%	11%
Hispanic	15	44%	39%	29%
White	16	47%	46%	56%
American Indian	0	0%	.2%	.3%
Asian	1	2%	3%	2%
Pacific Islander	0	0%	0%	.1%
Two or More Races	0	0%	1%	1%

Teachers by Years of Experience	Count/Avg	Percent	District	State
Beginning Teachers	2	6%	8%	8%
1-5 Years Experience	10	30%	27%	27%
6-10 Years Experience	10	30%	24%	21%
11-20 Years Experience	9	27%	29%	29%
21-30 Years Experience	3	9%	10%	13%
Over 30 Years Experience	0	0	2%	3%

Teacher Demographics Summary: Moore has a diverse staff ranging from 0-30+ years experience, with the majority having between 6-20 years experience.

Safety and Procedures Summary: Moore has systematic routines and procedures for student arrival, dismissal, bus riding, cafeteria, hallway, playground, and common areas that were created by the Moore PBIS Committee. This committee is comprised of members from each grade level and support team. Routines and procedures are reviewed by the committee often and revisions are made as needed. Staff, students, and parents are taught the procedures through videos shown in the classroom and notes sent home. ***See addendum*** for the Moore Safety and Security Plan.

Priorities:

- Ensure all campus doors are closed and locked.
- Ensure all visitors check in with the front office before gaining access to any other area of the school and they are given a dated visitor badge to wear at all times.
- All staff members wear photo ID badge at all times.
- Review traffic patterns and arrival and dismissal procedures for safety and efficiency
- Consistent school-wide implementation of Conscious Discipline and CHAMPS
- Conduct various safety drills (shelter in place, tornado, lock down, fire, etc) throughout the year
- PBIS Committee meets regularly to review schoolwide procedures and make revisions as necessary

School Context and Organization Strengths

- Experienced and diverse staff
- Arrival and dismissal procedures
- Cafeteria and school procedures
- Door bells and locks on front interior doors activated by office staff to permit visitors who have checked in to enter the building.
- Door bell and peep holes for gym doors so they can remained locked during the school day.
- Door bells for each teacher on pod doors.
- PBIS
- Conscious Discipline
- Bullying Awareness
- Student Helpers
- Student Council
- Various safety drills taught to all students, shown on morning announcements, and practiced throughout the year
- Visitor check in system
- School Coordinated Health Advisory Committee
- Crisis Committee
- MERT Team
- Community Health Fair
- Health, Fitness, and Nutrition emphasis
- Secure entrance in which all visitors must go to the office before entering the rest of the building
- Bus procedures to account for every student who rode a specific bus

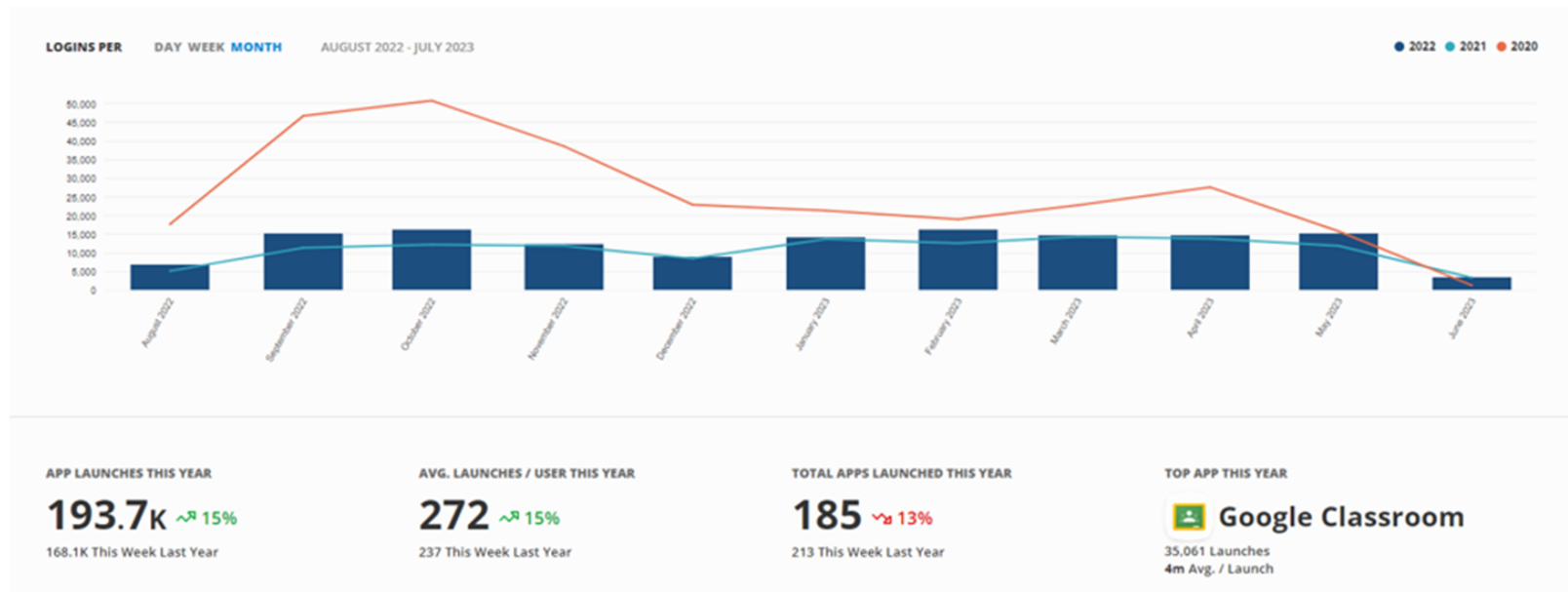
Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Schools needs to be secured and safe at all times. **Root Cause:** There has been an increase in school violence over the years.

Technology

Technology Summary

Classlink Analytics 22-23



Technology Summary: Students usage of Classlink to access educational apps has increased and the top app used is Google Classroom. The reason for this is all 3rd and 4th grade classes use Google Classroom as a integral part of their instructional day. Assignments are posted in Google Classroom daily and teachers used it to teach students how to write and type STAAR formatted extended constructed responses.

Priorities:

- Provide one to one device for every student
- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include Chromebooks, Google Classroom, Connect to Literacy K-12, Amplify Boost, Dreambox, etc.
- Provide professional development on use of digital resources, Google Classroom, Connect to Literacy, etc.

Technology Strengths

- 1:1 devices for all students
- 21st century technology classrooms and library

- Technology teacher
- Technology technician
- Technology professional staff development and trainings

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): There is a wide variety of computer programs available for teachers to use with their students. Some of the content in these programs are not aligned with the district curriculum and state standards or have the rigor to meet the needs of the students. **Root Cause:** Teacher and school staff do not have the time to review all the computer programs available to them and their students to ensure the content is aligned with instruction.

Priority Problem Statements

Problem Statement 1: Students have significant learning gaps due to the pandemic and other factors

Root Cause 1: Many students were learning virtually and/or missed many days of instruction due to absences related to COVID 19 absences and quarantines.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students have various background experiences and academic needs.

Root Cause 2: Some students have large learning gaps due to the pandemic and other factors.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students.

Root Cause 3: Students come to school with various background knowledge and experiences and needs.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: There has been a decrease in parent involvement over the years.

Root Cause 4: In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Need to provide school safety training which includes preventative, mental health awareness, and a parent/community component.

Root Cause 5: There has been an increase in school and public violence and stress over the years.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Schools needs to be secured and safe at all times.

Root Cause 6: There has been an increase in school violence over the years.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: New teachers have limited experience of managing instructions and behaviors of students in their own classroom.

Root Cause 7: Inexperienced teachers need extra support through coaching cycles and mentoring programs.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: There is a wide variety of computer programs available for teachers to use with their students. Some of the content in these programs are not aligned with the district curriculum and state standards or have the rigor to meet the needs of the students.

Root Cause 8: Teacher and school staff do not have the time to review all the computer programs available to them and their students to ensure the content is aligned with instruction.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Moore will increase the percentage of all students meeting or exceeding grade level expectations on STAAR and/or mCLASS composite score by 5 %, and 70% of 1st-4th grade student will show individual growth on end of year MAP assessment.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





HB3 Goal

Evaluation Data Sources: K-2 grade student progress on middle of the year and end of year mCLASS, 3rd-4th grade STAAR results, 1st-4th grade MAP growth reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze various student performance data, adjust instructional strategies, student grouping, and instructional materials as needed to provide targeted instruction based on individual student need. Strategy's Expected Result/Impact: Students will be provided with specific targeted instruction based on their individual needs to master the essential standards for the grade level. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Technology 1 Funding Sources: - 199 - General Fund - G/T - \$1,318, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550 , - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional - \$11,288.71, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Coach - \$94,698.78, - 199 - General Fund - Spec. Ed - \$1,246, - 199 - General Fund - BFU, Overtime,Fixed - \$31,240, - State Compensatory Funds - \$322,203	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a master schedule that will provide common planning, Power Hour, and PLC time for all grade level teams. Strategy's Expected Result/Impact: Increase quality instruction and improve student achievement Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide timely interventions and supports for struggling students to meet their academic, social, and emotional needs to ensure they achieve high levels of learning. Strategy's Expected Result/Impact: Student achievement across all sub. groups will increase. Staff Responsible for Monitoring: Classroom teachers, campus administrators. Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 - School Culture and Climate 1 - School Context and Organization 1 Funding Sources: - 199 - General Fund - At-Risk - \$1,775, - Extended Day/Tutorial - Extended Day - \$2,700, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$29,158.32	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center. Strategy's Expected Result/Impact: The number of students with disabilities being removed to ISS, OSS, and Guidance Center will decrease. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: There will be 100% compliance with the Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students have various background experiences and academic needs. Root Cause: Some students have large learning gaps due to the pandemic and other factors.
Student Achievement
Problem Statement 1: Students have significant learning gaps due to the pandemic and other factors Root Cause: Many students were learning virtually and/or missed many days of instruction due to absences related to COVID 19 absences and quarantines.
School Culture and Climate
Problem Statement 1: Need to provide school safety training which includes preventative, mental health awareness, and a parent/community component. Root Cause: There has been an increase in school and public violence and stress over the years.
Curriculum, Instruction, and Assessment
Problem Statement 1: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. Root Cause: Students come to school with various background knowledge and experiences and needs.
School Context and Organization
Problem Statement 1: Schools needs to be secured and safe at all times. Root Cause: There has been an increase in school violence over the years.
Technology
Problem Statement 1: There is a wide variety of computer programs available for teachers to use with their students. Some of the content in these programs are not aligned with the district curriculum and state standards or have the rigor to meet the needs of the students. Root Cause: Teacher and school staff do not have the time to review all the computer programs available to them and their students to ensure the content is aligned with instruction.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Moore will increase the percentage of emergent bilingual students progressing at least one proficiency level on the TELPAS Composite Proficiency Level Rating by 5% and the number of students meeting the emergent bilingual reclassification criteria will increase by 5%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: TELPAS scores, Connect to Literacy-Summit K-12 reports, teacher observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze TELPAS results, review the language acquisition rubrics, and adjust instructional strategies, student grouping, and instructional materials as needed to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of emergent bilingual students progressing at least one proficiency level on the TELPAS composite score. Staff Responsible for Monitoring: Classroom teachers, ESL teachers, Campus administrator Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 Funding Sources: - 199 - General Fund - Bil./ESL - \$1,887, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$1,719.36	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 2nd-4th grade bilingual and ESL teachers will attend training on how to effectively use the Connect to Literacy-Summit K-12 program and implement strategies learned to increase their students' English proficiency levels in listening, speaking, reading, and writing. Strategy's Expected Result/Impact: Increased percentage of emergent bilingual students progressing at least one proficiency level on the TELPAS composite score by 5% and students meeting the state emergent bilingual reclassification criteria will increase by 5%. Staff Responsible for Monitoring: Classroom teachers, ESL teacher, Campus administrator Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students have various background experiences and academic needs. **Root Cause:** Some students have large learning gaps due to the pandemic and other factors.





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Moore will increase the percentage of student daily attendance by 2%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: District attendance reports, TAPR data

Strategy 1 Details	Formative Reviews		
Strategy 1: Moore will complete a pre-attendance check before 9:30 for all students and call to find out why a student is not at school. Strategy's Expected Result/Impact: Student attendance will improve. Staff Responsible for Monitoring: Campus administrators, teachers, office staff Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. Root Cause: Students come to school with various background knowledge and experiences and needs.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





Performance Objective 1: By the end of the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified/certified.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage all teachers to become G/T and ESL certified. Strategy's Expected Result/Impact: All bilingual, ESL, and G/T students will be instructed by a properly certified teacher. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: New teachers have limited experience of managing instructions and behaviors of students in their own classroom. Root Cause: Inexperienced teachers need extra support through coaching cycles and mentoring programs.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 10%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrators, parent coordinator, counselor Title I: 4.1, 4.2 Problem Statements: Parent and Community Engagement 1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Volunteer opportunities for parents and community members at Moore will increase by 5% Strategy's Expected Result/Impact: Increase number of parent and community volunteers Staff Responsible for Monitoring: Campus parent coordinator, Campus administration Title I: 4.1, 4.2 Problem Statements: Parent and Community Engagement 1	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2 Problem Statements: Parent and Community Engagement 1 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$23,960.81, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$1,992.13	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Collaborate with parents and school personnel to develop and review the Moore school-parent compact and parent policy and make this available to all members of the school community. Strategy's Expected Result/Impact: Increased parent involvement and engagement Staff Responsible for Monitoring: Campus administrators, parent coordinator Title I: 4.1, 4.2 Problem Statements: Parent and Community Engagement 1	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There has been a decrease in parent involvement over the years. Root Cause: In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

State Compensatory

Budget for Moore Elementary

Total SCE Funds: \$328,002.00

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional materials and supplies.

Personnel for Moore Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chapa, Kristy	Teacher - Elementary School	1
Cole, Lakennia	Teacher - Elementary School	1
Herrera, Ana	Teacher - Elementary School	1
Hudspeth, Celena	Teacher - Elementary School	1
Montemayor, Cindy	Teacher - Elementary School	1
Mullen, Bethanne	Campus Coach - All Levels	1
Narvaez, Denise	Paraprofessional - Instructional	1
Ponce, Cristina	Teacher - Elementary School	1
Soto, Olga	Teacher - Elementary School	1
Vega, Maria	Teacher - Elementary School	1
Villarreal, Erica	Teacher - Elementary School	1

Title I

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly. The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. Power Hour is conducted Monday - Thursday for at least 30 minutes a day Monday-Thursday for grade K-4 to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Moore are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state standards.

3.1: Annually evaluate the schoolwide plan

The SBDM team will evaluate the plan in May using data from the State's assessments as well as other student performance data to determine if the supports, services and programs

have been effective in increasing student achievement. Each year, the plan will be revised with new goals based on the student needs and program evaluations.

4.1: Develop and distribute Parent and Family Engagement Policy

A Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. They support parents with technology training and parenting information. The Moore Parent Involvement Policy and Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers.

4.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Moore. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bethanne Mullen	Peer Facilitator (Campus Coach)		1
Denise Narvaez	Elementary Aides		1
Diana Moreno	District Parent Coordinator		0.5

Plan Notes

Moore Elementary Site Based Decision Making Committee Meeting Minutes October 19, 2023 Introduction of 2023-2024 SBDM Committee Members

Procedures to Gather Input from a Variety of Sources

Review the roles and procedures of the Site Based Decision Making Committee and how the SBDM Committee works to make decisions and gather advice from many sources. The Moore SBDM team meets 3 times per year. We will consider input from all outside sources and have representation according to state laws. After each meeting we will write the minutes as a summary. Each SBDM committee member and staff member will receive an electronic copy of the minutes.

Agenda Items and Procedures

- **Needs Assessment for Planning and Curriculum**
 - *Final Input for the 2023-24 Campus Improvement Plan-Reviewed draft of plan and shared that we have not received the 2023-2024 district addendums or state compensatory funds yet. These will be added to the plan once we receive them and the plan will be sent out to the SBDM committee for final approval.*
- **Budget** -*Discussed the different type of funding the school receives and explained what each one is allowed to be used for.*
 - *Basic Funding Unit-general supplies, paper, bil./ESL, G/T, At-Risk, spec. ed, nurse, counselor, and library supplies, custodial supplies, food/snacks for staff development*
 - *Student Activity Fund-can only be spent on items specifically for students*
 - *Title Funds-strict guidelines since these are federal funds*
 - *Title 1 Instructional-must be used for instruction*
 - *Title 3 Instructional-must be used for instruction for emergent bilingual students*
 - *Title 1 Parent -must be used for parent involvement activities*
 - *Extended Day Funds-must be used for tutoring*
- **Personnel and Staffing**
 - *Using Extended Day Funds to hire tutor-funds will only last 80 hours of tutoring and Holly Harris will be the tutor*
- **Staff Development**
 - *Focus Trainings-some members of the committee like then new district format and some do not. Bilingual teachers are still having to travel a significant distance for their trainings.*
- **School Organization**

- **Access To Facilities-***the stage wheelchair lift needs to be repaired*
- **Digital Report Cards Next Year-***in the process of exploring this as an option next year. We will gather information from other elementary schools who already to do this and from other stakeholders before a decision is made.*
- **Student Achievement**
 - **2023 State Accountability Ratings-***state accountability ratings have not been released yet. Moore is projected to receive an 87 but this could change.*

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime,Fixed	\$31,240.00
1	1	1		G/T	\$1,318.00
1	1	1		Spec. Ed	\$1,246.00
1	1	3		At-Risk	\$1,775.00
1	2	1		Bil./ESL	\$1,887.00
Sub-Total					\$37,466.00
Budgeted Fund Source Amount					\$37,466.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title 1 Instructional Coach	\$94,698.78
1	1	1		Title 1 Instructional	\$11,288.71
1	1	1		Plan4Learning	\$550.00
1	1	3		Title 1 Instructional Para	\$29,158.32
4	1	3		Title 1 Parent Coordinator	\$23,960.81
4	1	3		Title 1 Parent Component	\$1,992.13
Sub-Total					\$161,648.75
Budgeted Fund Source Amount					\$161,648.75
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		Title 3 Bil./ESL	\$1,719.36
Sub-Total					\$1,719.36
Budgeted Fund Source Amount					\$1,719.36
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$322,203.00
Sub-Total					\$322,203.00
Budgeted Fund Source Amount					\$322,203.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		Extended Day	\$2,700.00
Sub-Total					\$2,700.00
Budgeted Fund Source Amount					\$2,700.00
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$525,737.11
Grand Total Spent					\$525,737.11
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZvtn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Moore Safety and Security Plan 2023-2024

Badges

- All staff members are required to wear a visible district photo ID badge.

Exterior Doors

- All exterior doors are to be closed and locked at all times.
- Exterior doors should not be propped open at any time.
- Staff and students will ensure the exterior doors are shut and locked properly when leaving the building through an exterior door.
- Exterior doors will be inspected weekly by an administrator to ensure they are closing and locking properly.

Interior Doors

- The interior doors are to be closed and locked at all times.
- Staff members will be assigned keys to these doors.
- Doorbells for each teacher will be put on the outside of each pod.
- Students who need to get in the pod will ring the doorbell and the teacher will let the student in the pod.
- Pod doors should not be propped open at any time.

Visitors

- Visitors will call the front office when they arrive.
- The office staff will determine if the visitor needs to enter the building.
- Visitors who need to enter the building will be escorted to the main office by a member of the office staff.
- Visitors must present an approved photo ID, which will be scanned into Raptor.
- The visitor will be given a visitor name tag with the date, who they are visiting, and/or what area of the building they will be going. Visitors are required to wear the name tag in a visible location throughout the duration of the visit.
- Visitors will return the visitor's name tag at the end of the visit and will exit through the main front doors.
- The front office staff will keep a log of the visitors in the building each day and record the time they enter and leave the building.
- Special Campus-wide Events
 - There will be an alternate check-in process for visitors attending special campus/grade level wide events to expedite visitor check in.
 - Visitors will go directly to the location of the event and will not be permitted to go to any other area of the campus without school personnel.

Trainings

- All staff are trained on district and campus specific safety procedures prior to the start of the school year.
- All staff are trained to report threats and know how to respond to threats from students, threats found in schoolwork, notes, journals, or overheard by other students prior to the start of the school year.
- The campus has a threat assessment team consisting of administrators and the counselor that has been trained and meets periodically and/or as needed to address specific student threat issues/behavior.
- All staff are trained on procedures for evacuation/fire, shelter/weather and hazmat, secure, hold, lockdown/ALICE and drills for these are completed throughout the school year.
- All staff are trained on visitor procedures including what forms of identification are allowable and under what situations visitors are allowed in the building.
- All staff and students are trained on Anonymous Alert whereby they may report incidents or suspicious activities.



MOORE PARENT SURVEY

2022-2023

(43 Surveys Returned)

KEEP DOING THESE THINGS

- Supporting parents
- Good security measures (5)
- Communication
- Everything is good (6)
- Hand sanitizing
- Working on bullying
- Parent/student activities (5)
- Tutorials
- Teachers greeting students in the morning (5)
- Parent/student lunch (7)
- Community Nights (10)
- Monthly calendar (2)
- Having visitors and parents wait outside instead of coming in the building (3)
- Power Hour is very helpful. It gives children time to focus on things they need more help in. (2)
- Remind app
- Parades and character events (2)
- Fundraisers
- Field Day
- Music programs
- Student council
- Math Gals (2)
- Drop off and pick up goes smooth
- Doors locked at all times (3)
- Champions
- Teachers paying close attention to their students.
- Supporting special needs and goals
- Encouraging reading and math as it is a life essential
- Being kind, always smiling, welcoming, transparent and caring about students.
- Career Day
- Tuesday folders
- Teaching door safety
- Sign in and out during events

STOP DOING THESE THINGS:

- Nothing (18)
- More parent lunch days
- Stop doing assessments prior to advising parents
- Don't let kids outside in the cold without jackets
- Don't let kids paint with their nails
- Stop accepting sick students
- Events on Monday-have parent lunch on different days
- Stop bring up your personal religion during class. This is a public school, unless you are teaching all of the students about all religions, then there really isn't a reason to bring up religion at all.
- Prioritizing STAAR tests
- Computer program assessments
- Testing in kindergarten-it adds this level of pressure/anxiety to both the student and parent to be perfect. Of course you want your child to excel but it is overkill. I saw my daughter develop anxiety and she is only in kinder, so as a parent it was difficult to stomach.
- More help in the cafeteria

START DOING THIS:

- Nothing (7)
- Listen to parents' opinions
- More parent/student activities (2)
- Separate parent lunch by grade level
- More security (2)
- Better student lunches (2)
- More time for parent conferences
- Field trips (7)
- Communicate event information in a timely manner (2)
- Student/parent lunches
- Let parents see their kids in class so they can see how they interact at school
- More parent lunches (4)
- More opportunities for parents to help out with school events (2)
- PTO
- Black History events
- Father/Daughter dances, Muffins with Mom, Donuts with Dad
- More opportunities for parents to volunteer in classrooms
- Let parents attend the first day of the book fair with students
- We came from a different school and they would not tell us certain things. You guys rock!
- Let students have a snack of their choice that they bring from home in the afternoon.
- Have a more inclusive Christmas program. If you are going to represent any religions, you should be representing as many as possible, not just Christianity. Your Christmas program should be updated to represent the diverse community at Moore Elementary.

- Let the kids out on time. Sometimes they do not walk out of the school until 2-4 minutes after the bell has rang.
- Better field trips
- Kinder graduation
- Buddy system with students helping those who struggle with certain subjects. Sometimes learning from our peers is much easier. Teachers can be intimidating to some littles.
- Student helpers in all grade levels (class helpers)
- Parent/teacher conferences
- All parent meetings when kids are being bullied or at least a conference via phone or Zoom with both parents.
- Allow parents to come observe their child in class when there is constant behavior and focusing issues.
- Make 2 lanes in the car rider line to create less traffic or end school later to avoid the high schoolers.
- Dual language classes for a second language like Spanish or French.
- Spelling tests for kinder. Maybe 3-5 words a week.
- School looks dirty and needs power washed
- School looks messy with the buckets and leaks
- Longer field days- all day on one day with various fun activities around the building (ex. bounce house, movie, snack station, playground, etc.)
- Security in the halls and restrooms to make sure students aren't there too long.
- Send home a schedule/calendar of the classes have every day of the week.

Pasadena Independent School District
Morales Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Relationships, Rigor, Results!

Vision

Pasadena ISD and Morales Elementary empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Certified staff were divided into groups and given data sources to look at. They reviewed data individually and then collaborated to fill out the CIP Needs Assessment worksheet to identify areas of strength, problem statement, and strategies.

Parent Coordinator met with the leadership team to review parent survey and brainstormed strategies to increase parent engagement.

The next week, the SBDM team reviewed the campus needs assessment forms and created SMART goals based on the staff feedback.

Demographics

Demographics Summary

2023-2024 Enrollment

Grade 01	65
Grade 02	74
Grade 03	67
Grade 04	72
Grade EE	18
Grade KG	55
Grade PK	43
All Grades	394

Total Counts by Race:	394	White	363	Asian	0	Black	7	Amer Indian	17	Pacific Isl	2	Multiracial	5	Hispanic	376
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Special Programs:

Group	20-21 Students	20-21 School %	21-22 Students	21-22 %	22-23 Students	22-23 School %
504	20	4.4	14	3.2	11	2.5
Special Education	90	19.6	83	18.9	88	20.0
At Risk	401	87.4	357	81.1	366	83.2

Group	20-21 Students	20-21 School %	21-22 Students	21-22 %	22-23 Students	22-23 School %
Bilingual	181	39.4	169	38.4	185	42.0
LEP	211	46	191	43.4	203	46.1
Monitor 1	1	.2	0		0	0
Monitor 2	1	.2	0		0	0
Immigrant			22	4.7	13	3.0
Free/Reduced	419	91.3	403	91.6	418	95
Gifted & Talented	27	5.9	22	5	31	7
Dyslexia	29	6.3	17	3.9	11	2.5
Migrant	1	2	2	.5	2	.5

Attendance Rate

School Year	Attendance Rate
2019-20	98.7%
2021-22	92.27%
2022-23	93.19%

Demographics Strengths

- Our EB population is comprised of Spanish speakers allowing concentration of resources on Spanish and English instructional materials.
- Bilingual is offered at each grade level.
- 7% of students are identified as GT

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance percentage increased by .92% from last year. **Root Cause:** Parents lack resources (transportation) and support with chronic absentees.

Student Achievement

Student Achievement Summary

DATA SOURCES: 3rd & 4th Grade STAAR Scores, Running Records Growth, MClass, MAP, TELPAS

STAAR Scores
Campus/District/State Comparison
September 2023
Percent at Approaching (*which TEA considers passing*)

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	58%	88%	85%	-3	58%	76%	76%	=	68%	77%	77%	=
3rd Grade Reading Sp	57%	83%	84%	+1	56%	62%	68%	+6	52%	56%	77%	+21
3rd Grade Math	32%	65%	71%	+6	48%	64%	68%	+4	61%	70%	73%	+3
3rd Grade Math Sp	53%	87%	75%	-12	52%	69%	72%	+3	42%	70%	73%	+3
4th Grade Reading	48%	82%	77%	-5	51%	75%	74%	-1	63%	77%	78%	+1
4th Grade Math	52%	75%	77%	+2	46%	65%	69%	+4	58%	69%	70%	+1

STAAR Scores
Campus/District/State Comparison
September 2023

Percent at Meets

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	22%	41%	44%	+3	25%	45%	46%	+1	38%	52%	51%	-1
3rd Grade Reading Sp	20%	40%	44%	+4	27%	28%	34%	+6	24%	25%	51%	+26
3rd Grade Math	2%	21%	24%	+3	15%	31%	31%	=	30%	42%	44%	+2
3rd Grade Math Sp	10%	30%	34%	+4	19%	31%	33%	+2	14%	42%	44%	+2
4th Grade Reading	13%	42%	36%	-6	23%	47%	38%	-9	36%	54%	47%	-7
4th Grade Math	19%	27%	48%	+21	18%	32%	41%	+9	35%	42%	47%	+5

STAAR Scores
Campus/District/State Comparison
September 2023

Percent at Masters

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	3%	24%	5%	-19	10%	24%	15%	-9	19%	31%	20%	-11
3rd Grade Reading Sp	47%	22%	22%	+5	47%	45%	20%	+5	45%	44%	20%	+5

3 rd Grade Reading Sp	17%	23%	28%	+5	17%	13%	20%	+5	15%	14%	20%	+6
3 rd Grade Math	0%	6%	7%	+1	5%	12%	11%	-1	14%	21%	19%	-2
3 rd Grade Math Sp	3%	13%	3%	-10	7%	13%	9%	-4	5%	21%	19%	-2
4 th Grade Reading	4%	12%	9%	-3	8%	21%	14%	-7	18%	29%	21%	-8
4 th Grade Math	8%	9%	20%	+11	8%	15%	14%	-1	21%	23%	22%	-1

End of Year Running Records by %			
	22-23	23-24	Difference
K- Eng	42	65	23
K Bil	44	72	28
1st Eng	30	35	5
1st Bil	52	56	4
2nd Eng	50	63	13
2nd Bil	59	48	-11
3rd Eng	52	29	-23
3rd Bil	32	Not Rated	
4th Eng	38	59	21

MClass Kinder-2nd Grade 2022-2023 End of Year Composite Scores

Grade	Above Benchmark	At Benchmark	Below Benchmark	Well Below Benchmark
Kinder	6%	46%	17%	31%
1st Grade	13%	19%	17%	51%
2nd Grade	10%	23%	34%	33%

TELPAS- Composite Scores

	Increased a Level	Decreased a Level	Remained the same
1st Grade	27%	3%	67%
2nd Grade	19%	11%	70%

	Increased a Level	Decreased a Level	Remained the same
3rd Grade	25%	5%	67%
4th Grade	27%	3%	53%

Math MAP EOY 23-24 Scores

Math	District	Morales	Difference
2nd	185.5	185.3	-0.2
2nd Bil	185.5	185.4	-0.1
3rd	200.2	198.8	-1.4
3rd Bil	200.2	203.6	3.4
4th	209	209.4	0.4

Reading MAP EOY 23-24 Scores

Reading	District	Morales	Difference
2nd	182.2	181	-1.2
2nd Bil	185.4	190.1	5.3
3rd	194	192.2	-2.2
3rd Bil	194.8	200.7	5.9
4th	201.1	200.2	-0.9

Student Achievement Strengths

- Increased number of students reading on level in Kindergarten through 2nd grade
- Aligned K-4th phonics
- Increased percentage of students meeting on 4th grade Math STAAR
- 3rd Grade Bilingual MAP Growth scores in Reading and Math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 44% of our 3rd graders and 36% of our 4th graders were able to Meet on STAAR. **Root Cause:** Students' background knowledge and fluency hinders comprehension of grade level text.

Problem Statement 2 (Prioritized): 24% of 3rd graders scored meets on Math STAAR. **Root Cause:** Students have multi-level gaps on math essential standards that are needed to problem solve at high levels.

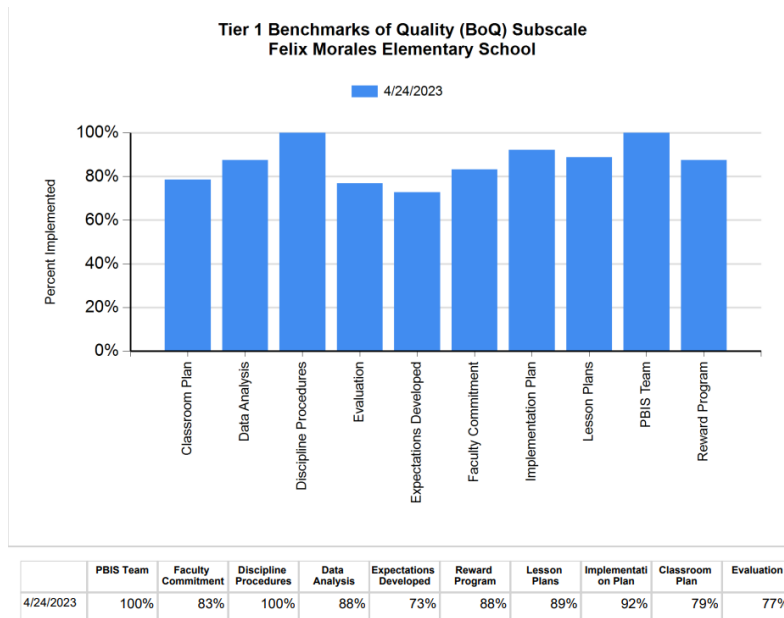
School Culture and Climate

School Culture and Climate Summary

Discipline Referrals 22-23

BEHAVIOR DATA		
	21-22	22-23
# of Students with a referral	23	30
TOTAL Referrals	62	92
Disruptive/Aggressive	33	52
Student Code of Conduct	17	18
Classroom Disruption	3	4

TIER 1 Benchmarks of Quality (BOQ) Subscale



School Culture and Climate Strengths

Our campus has a strong PBIS committee that meets monthly to review behavior data and concerns to revise procedures that will keep our students and staff safe.

We have weekly recognition for students and several after school clubs: cooking, STUCO, garden club, and running club.

Throughout the year we have several spirit days and service projects for staff and students

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the BOQ , 79% of classroom systems are being implemented. **Root Cause:** Classroom teachers don't have a range of consequences/ interventions for problem behaviors that are documented and consistently delivered.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

	21-22	22-23	23-24
Percentages of classroom Facilitators	8%	11%	19%

Staff Quality, Recruitment, and Retention Strengths

Morales provides:

- Support through staff development, mentoring, and coaching
- Highly qualified instructional paraprofessionals that receive training to deliver instruction
- Continued implementation of Positive Behavior Intervention & Supports
- Continued implementation of Conscious Discipline and a School Family atmosphere

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Classroom facilitators have increased in the past two years. **Root Cause:** Staff members were promoted to other positions and most applicants were not certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data Sources:

PLC Agendas

Campus Assessment Calendars

Paraprofessional and Intervention Teacher Schedules

Teacher Lesson Plans

Formal, informal, coaching cycles

Instructional Rounds

Administrative and Leadership Team Meeting Minutes

Curriculum, Instruction, and Assessment Strengths

- District curriculum, assessments, and resources are evident in lesson plans
- Strong phonics PK-4 aligned
- MAP, MClass, and district wide assessments
- Disaggregation of data at PLCS for PIE and intervention
- Utilization of STAAR aligned assessments in tested content areas to identify students needing interventions, tutorials, or extended day
- Reading and Math vertical alignment meetings to discuss common instruction, strategies, and tool-kits

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: MClass is assessed K-2, but data is used as a second data point and doesn't drive instruction . **Root Cause:** Teachers are unfamiliar about how to use the Amplify resources and MClass data.

Parent and Community Engagement

Parent and Community Engagement Summary

Data Sources: Parent survey (93 surveys)

Attendance to Programs

	Strongly Agree	Agree	Neutral	Somewhat Disagree	Strongly Disagree
I feel welcomed at my child's school.	68%	25%	6%	1%	0%
School staff keeps me well informed about my student's academic performance.	69%	24%	4%	2%	2%
School staff keeps me well informed on my child's behavior.	73%	24%	3%	0%	0%
I feel comfortable talking to school personnel about my child.	74%	20%	5%	0%	1%
I feel comfortable talking to staff about any concerns.	68%	24%	4%	4%	0%
My child feels safe at school.	59%	35%	1%	4%	1%
The school provides me opportunities to volunteer.	50%	41%	8%	0%	1%
The school invites me to participate in school activities.	60%	35%	3%	1%	1%
Teachers and staff members in this school care about my child and want them to succeed.	64%	30%	4%	2%	0%

	Strongly Agree	Agree	Neutral	Somewhat Disagree	Strongly Disagree
The school provides appropriate academic instruction and intervention to obtain mastery of grade level skills.	60%	34%	4%	2%	0%
My child has the opportunity to use a variety of technology tools.	53%	40%	7%	0%	0%
The school provides enrichment that allows students to explore topics they are interested in.	52%	35%	13%	0%	0%
My child is learning about options for college and career.	30%	36%	31%	3%	0%

Event Parent Attendance

Number of Events Offered	55
Highest Attendance Events:	Meet the Teacher, Trunk or Treat, Science Night, Nine Week Awards, Open House, Christmas Program, Cinco de Mayo, Kinder Graduation
Lowest Attendance Events:	Coffee with the Principal, Nutrition Texas A&M, Book Breakfast, Parent Classes

Parent and Community Engagement Strengths

- More than 95% of parents were satisfied with campus in each category
- 99% of parents feel welcomed and 98% feel supported
- Parents attend school-wide events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Coffee with the Principal and Parent Classes have an average of 10 parents participating. **Root Cause:** Both of these parent opportunities are in the morning.

School Context and Organization

School Context and Organization Summary

Data Sources:

Master Schedule

ACE- 61 students participating

MASTER SCHEDULE OVERVIEW 2023-2024							
Grade	Teacher	Table#	Lunch	Conference	PIE /PLC	Recess	
PK	Izaguirre, M.	5	10:33-11:03	12:40-1:40	11:30-12:00	11:15-11:35	
	Mendoza, A	6	10:36 - 11:06				
	Heath	7	10:39- 11:09				
Kinder	Martinez	8	10:45-- 11:15	9:00-10:00	PLC 12:00-12:45	12:00-12:20	
	Carbajal	9	10:48 - 11:18				
	Izaguirre B.	10	10:51 - 11:21				
	Prince	1	10:54 - 11:24				
1st	Helm	1	10:20-10:50	11:10-12:10	1:30-2:00 PIE/ 1:00-1:45 PLC	2:20-2:40	
	Perez	2	10:23-10:53				
	Hane	3	10:26-10:56				
	Fernandez	4	10:29-10:59				
2nd	Trevino	3	11:09-11:39	10:05-11:05			
	Lewis	4	11:12-11:42				
	Ramirez	5	11:15-11:45				
	Garcia	6	11:18-11:48				
	Reyes, Camilo	7	11:21-11:51				

MASTER SCHEDULE OVERVIEW 2023-2024							
ECSE3	Valencia		TBD	TBD			
ECSE4	Acosta		10:57-11:27	TBD			
ABLE	Reyes, Cassie	2	11:00-11:30	TBD			
3rd	Geronimo	2	11:36-12:06	12:40-1:40	2:10-2:40 PIE 2:00-2:45 PLC	1:40-2:00	
	Irizarry	3	11:39-12:09				
	Nolasco	4	11:42-12:12				
	Mendoza	5	11:45-12:15				
4th	Zepeda	8	11:24-11:54	1:45-2:45	8:00-8:30 PIE 8:00-8:45 PLC	10:55-11:15	
	Maldonado	9	11:27-11:57				
	Padilla	10,				
	Moreno	1	11:33-12:03				
Specials	Burell		12:10-12:40	8:00-9:00	8:00-8:30 **Thursdays		
	Guevara		12:10-12:40	8:00-9:00			
	Hashem		12:10-12:40	8:00-9:00			
	Glasgow		12:10-12:40	8:00-9:00			
	Music Programs		1:45-2:30				

School Context and Organization Strengths

-Grade Level common planning time

-Designated PLC 45 minutes each Tuesday

-Instructional Coaching Cycles

Morales Elementary
Generated by Plan4Learning.com

- TIER 2 and TIER 3 schedule
- Committees: PBIS, SBDM, WELLNESS, COURTESY
- Team Building Activities incorporated throughout the year
- Monday Memo for staff each week
- Student Council
- Televised Morning Announcements incorporated Whole Child and SEL curriculum
- MERT Team
- Universal Breakfast
- Safety Drills conducted throughout the year

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: After school tutoring was only offered 4 weeks. **Root Cause:** ESSER funds paid for a certified tutor who pulled students during the day.

Technology

Technology Summary

Data Collected:

Walkthroughs

Work Orders

Technology Strengths

- Campus 1:1 device
- Part time technician on campus
- Technology is being embedded with instructions 1st -4th
- Blended learning is evident in 3rd & 4th grade

Problem Statements Identifying Technology Needs

Problem Statement 1: Incomplete technology work orders disrupts instruction in the classroom. **Root Cause:** Technician doesn't have the parts necessary or is scheduled somewhere else. This increases the time required to repair or address work orders.

Priority Problem Statements

Problem Statement 1: 44% of our 3rd graders and 36% of our 4th graders were able to Meet on STAAR.

Root Cause 1: Students' background knowledge and fluency hinders comprehension of grade level text.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 24% of 3rd graders scored meets on Math STAAR.

Root Cause 2: Students have multi-level gaps on math essential standards that are needed to problem solve at high levels.

Problem Statement 2 Areas: Student Achievement





Goals

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual needs ensuring students are future ready.

Performance Objective 1: For the 2023-2024 school year, 58 % of 4th graders and 50% of 3rd graders will perform MEETS on the STAAR Math Assessment.

HB3 Goal

Evaluation Data Sources: STAAR scores, MAP testing

Strategy 1 Details	Formative Reviews		
Strategy 1: During the 2023-2024 school year, students will have opportunities to engage in activities that are project based, require real world application, and higher level thinking. Strategy's Expected Result/Impact: Students will be able to apply skills and retrieve them from their long term memory. Staff Responsible for Monitoring: Campus administrators and instructional coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: GT - 199 - General Fund - \$1,447, At Risk - 199 - General Fund - \$2,439, Campus Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$7,959.59, BFU, Overtime, Fixed - 199 - General Fund - \$28,690	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: During the 23-24 school year, teachers will be provided training and support on student discourse, spiraling of TEKS, and launch, work, wrap instruction. Strategy's Expected Result/Impact: Students will be able to remember and apply previously learned TEKS and MEET on grade level essential standards. Staff Responsible for Monitoring: Campus administrators, instructional coaches, leadership team Funding Sources: Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$188,945, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, - State Compensatory Funds - \$401,245	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual needs ensuring students are future ready.

Performance Objective 2: For the 2023-24 school year , 45% of 4th graders and 50% of 3rd graders will perform at the MEETS level on STAAR Reading & Writing.

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

High Priority

HB3 Goal

Evaluation Data Sources: Running Records, Literacy Assessments K-1, MAP reading growth,

Strategy 1 Details	Formative Reviews		
Strategy 1: During the 23-24 school year, we will ensure students have opportunities to read high-interest books independently. Strategy's Expected Result/Impact: Students will increase in reading comprehension, fluency, vocabulary skills. Staff Responsible for Monitoring: Administrators, teachers, librarian ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Campus Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$7,959.50	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a systematic campus wide PK-4 list of high frequency words and implement fluency strategies during LAR instruction. Strategy's Expected Result/Impact: Students' fluency will increase and improve reading comprehension for each sub group. Funding Sources: SPED - 199 - General Fund - \$1,265, At-Risk - 199 - General Fund - \$2,439, Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$60,320, Extended Day/Tutorial - Extended Day/Tutorial - \$3,700	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the Bilingual Continuum and district ESL strategies, using tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentages of students moving up at least one proficiency level on TELPAS composite levels. Staff Responsible for Monitoring: Administrators Funding Sources: BIL/ESL - 199 - General Fund - \$2,457, - 263 - Title III A - Bilingual Education, Language - \$2,426.51	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Goal 3: We will actively recruit, develop, and retain highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Recruit personnel who are prepared to serve the needs of the district's emergent bilingual (EB) students to reduce the number of waivers by 40%.





Evaluation Data Sources: Teacher Certification

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the Bilingual Program we will partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Reduce the amount of waivers needed to be filed for teachers who aren't bilingual certified. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Attend college job fairs and Pasadena ISD job fairs to hire certified staff. Strategy's Expected Result/Impact: Reduce the amount of Bilingual Exception & Waivers needed to be filed. Title I: 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: We will establish safe schools while meeting the social, emotional , and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

Evaluation Data Sources: PBIS BOQ, Discipline Reports,





Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed from the classroom Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: During the 23-24 school year, we will provide students socio-emotional and character instruction. Strategy's Expected Result/Impact: Students will be able to self- regulate and practice character development. Staff Responsible for Monitoring: Teachers, administrators, counselor ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$2,999	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By July 2023, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Sign-in sheets, parent surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide family engagement activities and volunteer opportunities that will allow parents to be a part of their student learning. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Administrators, parent coordinator Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$2,809.24, Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,179.65	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Budget for Morales Elementary

Total SCE Funds: \$401,245.00

Total FTEs Funded by SCE: 12

Brief Description of SCE Services and/or Programs

--

Personnel for Morales Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Flores, Rebecca	Campus Coach - All Levels	1
Garcia, Beatriz	Paraprofessional - Instructional	1
Garcia, Elma	Teacher - Elementary School	1
Garcia, Evangelina	Paraprofessional - Instructional	1
Izaguirre, Alma	Teacher - Elementary School	1
Lewis, Cheryl	Teacher - Elementary School	1
Lozano, Patricia	Campus Coach - All Levels	1
Martinez, Solmary	Teacher - Elementary School	1
Mendoza, Daisy	Teacher - Elementary School	1
Moreno, Ana	Teacher - Elementary School	1
Ramirez, Nancy	Teacher - Elementary School	1
Reyes Andrade, Camilo	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beatriz Garcia	Elementary Aides		1
Evangelina Garcia	Elementary Aides		1
Maria Leal	District Parent Coordinator		0.5
Patricia Lozano	Peer Facilitator (Campus Coach)		1
Rebecca Flores	Peer Facilitator (Campus Coach)		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	BFU, Overtime, Fixed		\$28,690.00
1	1	1	GT		\$1,447.00
1	1	1	At Risk		\$2,439.00
1	2	2	SPED		\$1,265.00
1	2	2	At-Risk		\$2,439.00
1	2	3	BIL/ESL		\$2,457.00
4	1	3			\$2,999.00
Sub-Total					\$41,736.00
Budgeted Fund Source Amount					\$41,736.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Instructional Materials		\$7,959.59
1	1	2	Instructional Coaches		\$188,945.00
1	1	2	Plan4Learning		\$550.00
1	2	1	Campus Instructional Materials		\$7,959.50
1	2	2	Instructional Aides		\$60,320.00
5	1	1	Title 1 Parent Component		\$2,809.24
5	1	1	Title 1 Parent Coordinator		\$26,179.65
Sub-Total					\$294,722.98
Budgeted Fund Source Amount					\$294,722.98
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$2,426.51
Sub-Total					\$2,426.51

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$2,426.51
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$401,245.00
Sub-Total					\$401,245.00
Budgeted Fund Source Amount					\$401,245.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Extended Day/Tutorial		\$3,700.00
Sub-Total					\$3,700.00
Budgeted Fund Source Amount					\$3,700.00
+/- Difference					\$0.00
Grand Total Budgeted					\$743,830.49
Grand Total Spent					\$743,830.49
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District

Parks Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In reviewing our campus data from 2022-2023 using the levers from Effective Schools Framework, Parks will focus on improvement levers three and five (Positive School Culture and Effective Instruction). For lever three, Positive School Culture, we will focus our essential actions on ensuring our campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post secondary success. Our team leaders will work to rewrite or update our campus vision and mission statements through monthly meetings while we ensure that all staff members have a common understanding of these values. For lever five, Effective Instruction, we will determine where we will be "tight" as a campus on intentionally planning for daily formative assessments along with exemplar responses so that all classroom teachers have clarity on learning outcomes (Objective 1). We will also work to ensure all classroom teachers have three to five instructional strategies in place by conducting instructional walks and collecting evidence from small group instruction, workstation activities, and through the implementation of effective question stems. The leadership team will measure what percent of teachers are proficient. For lever five, objective 3 - Data-driven instruction, we plan to pilot working with a team on being data driven while students progress towards measurable goals (student autonomy).

Additionally, on average, our SPED population has a 30% gap in overall student performance when compared to students in regular instruction. With approximately 20% of our student population being identified as SPED, we must ensure our master schedule allows for students to receive on grade level instruction while they work towards mastery of his/her IEP goals.

Also, Parks is implementing a PBIS committee for the 2nd year to address the climate and maintain safe behavior expectations across the campus. Our student discipline data report summary from 2022-2023 shows that we had high number of office referrals indicating that classroom systems need strengthened. The leadership team is attending professional development on behavior solutions and supporting the strengthening of classroom behavior systems with monthly PD and walkthrough feedback on T-Tess Domain 3. Additionally, the PBIS committee will collect monthly data from around the campus, develop lesson plans, and effectively implement these across the campus. (Lever Three)

Our 2022-2023 STAAR math data shows that our students now in 4th grade are still missing some foundational math skills that prevent them from mastering math at higher levels. Our ILT team and math committee will work together this year to create action plans to monitor and track student data in a school-wide document on essential standards and respond to student learning needs while mathematizing our campus and keeping our students motivated.

Finally, we hope to strengthen our phonological awareness and phonemic awareness performance in PK and K by effectively planning for and implementing Tier 1 instruction that addresses student needs while being data driven. We will respond in Tier 2 and Tier 3 with tutoring in kinder to ensure students develop the essential reading readiness skills before being promoted to grade 1.

Demographics

Demographics Summary

Parks Elementary is a PK-4th grade campus that currently serves 412 students. While our ethnicity has remained fairly consistent over time, we have a 25% mobility population. Current demographic information is listed below:

Ethnicity	Number of Students (%)
Hispanic	82.28%
White	5.83%
African American	9.71%
Asian	0%
Two or More Races	2.18%

Other Demographic Info	Number of Students (%)
Bilingual Education and Dual	28%
LEP	34%
Economically Disadvantaged	94%
Special Education	19.9%
GT	11%
At-Risk	59%
Male	52.67%
Female	47.33%

Priorities:

- Utilize PLC process to analyze data and group struggling learners for reteaching (Math and Reading)
- Use common formative assessments to determine student needs (daily and end of unit)
- Analyze data from a variety of sources to monitor student progress (during PLC every 3rd week and at the beginning of weekly planning)
- Provide tutoring and enrichment in a timely manner (Zone Time and Tier 3 Interventions)
- Identify, provide support, and monitor at-risk students (IAT meetings every 3rd week)
- Master schedule allows for common tutoring and enrichment time

Demographics Strengths

- Our ELL population is comprised mostly of Spanish speakers, (rather than a variety of other languages) allowing concentration of resources on Spanish and English instructional materials.
- Three full day Pre-Kinder classes provide a foundation that better prepares students for elementary school.
- Universal Breakfast offered to all students due to high percentage of economically disadvantaged students. This allows our students to start the day with a nutritious breakfast.
- Strong Intervention process in place providing early intervention for struggling learners.
- Bilingual or dual classes offered at each grade level where all teachers are bilingual certified.
- Bilingual instructional aides provide support for ELL students.
- Identification and progress monitoring of special populations (ELL, Intervention, 504, At-Risk, Special Ed, GT)
- Pull-out enrichment program for GT students.
- Reading and Math Coaches provide instructional support to teachers/students.
- Title I aides provide instructional support and enrichment during the day for all students. Instructional activities (zones) have been incorporated into PIE Time in the areas of Reading, Math.
- Dyslexia students receive Tier 3 reading support at a time other than Tier 1 instruction or Tier 2 PIE Time, ensuring that they have access to grade level core instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely affect student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Problem Statement 2: Attendance rate from 2022-2023 is 92%, which is lower than the district goal of 98%. **Root Cause:** Since the pandemic, parents no longer have the same importance as pre-pandemic. The trends show they keep them home more often than before. There are also not enough consequences for parents who do not bring their students to school regularly.

Student Achievement

Student Achievement Summary

Below is the STAAR 2023 Spring Administration scores comparing Parks Elementary to the district and the state. Shown below are the longitudinal scores which are useful in identifying trends in achievement.

Percent at Approaching (*which TEA considers passing*)

Grade/ Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	45%	67%	58%	-9	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Sp	54%	83%	65%	-18	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	35%	62%	50%	-12	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Sp	62%	75%	85%	-10	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	42%	72%	77%	+5	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	33%	51%	63%	+12	46%	65%	69%	+4	58%	69%	70%	+1

Percent at Meets

Grade/ Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	17%	38%	30%	-8	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading Sp	42%	50%	30%	-20	27%	28%	34%	+6	24%	25%	51%	+2

Grade/ Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3 rd Grade Math	11%	27%	16%	-11	15%	31%	31%	=	30%	42%	44%	+2
3 rd Grade Math Sp	38%	33%	35%	+2	19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	17%	41%	35%	-6	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	9%	24%	32%	+8	18%	32%	41%	+9	35%	42%	47%	+5

Priorities:

- Continued implementation of Reading, Math, & Writing research-based strategies schoolwide
- Continue to monitor student progress through Common Assessments during PLCs and respond with data-driven instruction
- Utilize MAP Growth and MClass data to plan for targeted small group instruction
- Continue to provide planned Intervention and enrichment daily
- Continue to incorporate Guided Reading AND Guided Math into daily instruction
- Continue to utilize running records to guide instruction
- Implementation of spiraled and targeted workstations to solidify and maintain foundational skills
- Increase daily math problem solving in all grade levels

Student Achievement Strengths

- Guided Reading Instruction indicating growth in reading performance in PK, 1st, 2nd grades
- Unpacking student expectations that lead to instructional clarity and higher student achievement
- Specific instructional needs of students targeted during Tier 2 and Tier 3 instruction
- Implementation of district curriculum, timelines, and resources
- Implementation of PLCs to plan effective lessons and monitor student progress

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Few SPED students passed Reading and Math STAAR in 3rd and 4th grade in 2022-2023. **Root Cause:** New groups of SPED students who continually join Parks and teacher retention in resource plan a part in the difficulties.

Problem Statement 2: Students perform lower on math state assessments when compared to reading state assessments. **Root Cause:** Even with remediation and continued focus

for closing gaps, the Covid learning gap in Math has led to significant learning loss in foundational skills.

School Culture and Climate

School Culture and Climate Summary

Priorities:

- Continued school-wide implementation of Conscious Discipline program including ongoing PD for new staff
- Year 2 implementation of PBIS across Parks Campus
- Conduct staff, parent, and student surveys
- Increase positive school image through positive relationship and school branding

School Culture and Climate Strengths

- Monthly/weekly/9-week student and staff recognition
- Warm and inviting school environment
- Maintaining the sense of a school family
- Student focus mindset
- Student Leadership opportunities across all grade levels
- Multicultural events that celebrate assimilation and value all demographics
- Parent involvement and community opportunities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

An interview committee, comprised of administrators, instructional leaders, and representatives from grade level PLCs, is utilized during the hiring process, and the team always seeks to find exemplary educators who have previous experience working in Title I settings. As a result, all certified Parks staff members are highly qualified according to the requirements of No Child Left Behind (NCLB) Act. Additionally, professional development opportunities are provided, and professional learning communities have been developed to help staff members build relationships with colleagues. These ongoing learning opportunities are held during our morning PLCs with a cyclical topic provided every 3rd week that aligns with our campus vision and goals.

Support staff (below) are available to coach, guide and develop all staff members at Parks Elementary:

- Campus Administrators, Counselor, Parent Coordinator, Librarian
- Instructional Coaches (reading, math, bilingual), Dyslexia and Intervention Math and Reading Teacher, Title I Paraprofessionals
- Special Needs Staff: Resource Teacher and Paraprofessional, BSS, and ABE: including a certified teacher for each program and highly trained aides

Staff Quality, Recruitment, and Retention Strengths

- The campus has a “school-family” climate, and staff members feel respected and supported by others due to the implementation of many Conscious Discipline (CD) strategies.
- Administrators, coaches, and other campus instructional leaders are available to provide support for staff members who need it.
- Professional Learning Community (PLC) meetings and common planning times allow teachers to collaborate, share ideas, and celebrate the success of others.
- Team leaders are assigned to each grade level team, and PLC members are encouraged to spend quality time together away from the campus.
- Mentors are provided for novice teachers and a buddy is assigned to each experienced staff member who is new to the campus.
- New teachers meet with campus administrators each semester to discuss successes, challenges, and/or concerns.
- A wide range of professional development opportunities are available at the campus and district level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow district scope and sequence school-wide
- Use Personalized Learning platform in 4th Grade
- Administer district common assessments and use data from assessments to drive instruction
- Utilize MAP Growth Reports to group students for targeted instruction and monitor growth
- Use common formative and summative assessments to monitor student progress
- Use various sources of data to develop tutoring (PIE) and enrichment groups (Zones)
- Utilize instructional coaches and intervention teachers to support instruction
- Provide time and resources for team planning
- Standards-based grading and report cards

Curriculum, Instruction, and Assessment Strengths

- Utilize PLC's to analyze data and plan for small group instruction
- Utilize Common Assessments to adjust instruction and incorporate online assessment protocols
- Continued implementation/refinement of Guided Reading and Guided Math
- Accelerated Reader Program motivates students to read
- Resources, Timelines, and Standard Clarification Guides in Eduphoria
- Manipulatives
- Abundance of Resources for Math
- Team Planning
- Aligned district curriculum with the Instructional Calendar
- Focus Trainings
- Two campus coaches to support Reading and Math instruction
- Highly Qualified Staff
- Easily accessible data from AWARE, MCLASS and MAP Growth to guide instruction and monitor student progress

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Disconnect or lack of clarity on the relationship between assessment and data-driven instruction leading to a lack of closing instruction gaps. **Root Cause:** Although we made progress in this area in 2022-2023, we are still moving towards mastery of the implementation of backwards design as we internalize the rigor and content of an assessment, consider the needs of learners, and create an instructional plan that leads to students achieving at high levels.

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities:

- Training for staff and volunteers to develop successful partnerships
- Increase parental involvement and enrichment
- Utilize Parent Coordinator to encourage more parent involvement
- Increase Parent communication about Personalized Learning in 4th Grade
- Increase number of business partnerships
- Solicit input from parents on desired trainings

Parent and Community Engagement Strengths

- Family Nights and events
- Remind, Class Dojo, Skyward email system
- Title 1 Parent Meeting
- Parent Orientations
- Community technology and educational classes
- Beginning of Year Parent Conferences
- Parent Conferences throughout the year
- Parent, Teacher, Student Compacts
- Volunteers
- Parent communication in English and Spanish
- Branding on Social Media

School Context and Organization

School Context and Organization Summary

Priorities

- Continue school-wide implementation of Conscious Discipline program including ongoing PD for teachers
- Consistent school-wide implementation of PBIS which is new to Parks this year
- Provide a master schedule that incorporates tutoring and enrichment (PIE Time)
- Universal breakfast in the classroom for all students

School Context and Organization Strengths

- Grade Level common planning time each week
- PIE Time incorporated into master schedule
- PBIS (Safe and Civil) emphasis on school-wide safety
- Conscious Discipline emphasis on building positive relationships with students
- Site Based Team
- Parrot Club student helpers - (Flags, Hallway monitors)
- Organized and safe arrival & dismissal Procedures
- Monthly Calendars
- Team Leaders
- Three Instructional Coaches
- Highly Qualified Staff
- CHAC program
- School supervision in the halls and cafeteria
- Health, Fitness and Nutrition emphasis (Wellness Award)
- Crisis Team
- Visitor check-in system
- All doors in the school building remain locked at all times to maintain safety.
- Red Ribbon Week

Technology

Technology Summary

Priorities:

- Embed technology into instruction to increase student use and productivity
- Provide professional development on use of digital resources
- Additional training on Skyward program with MTSS
- Use research-based programs such as I-Station, Dreambox, Waterford, and Accelerated Reader to effectively monitor student progress
- Use research-based programs for progress monitoring students in grades 3 and 4 with online testing
- Utilize MAP Growth Reports to group students for targeted instruction and to measure student growth across time (BOY, MOY, EOY)
- Innovative learning through robotics and STEM clubs

Technology Strengths

- 21st century technology classrooms and library including Personalized Learning Program
- All students are 1-to-1
- Technology liason
- Technology professional staff development and training
- Access to robotics kits provided by the district (vex-go)

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure Parks student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress and report cards, strategic staff development during weekly zone and planning meetings (agendas and presentation notes)

Strategy 1 Details	Formative Reviews		
Strategy 1: Solidify Implementation of district curriculum, scope and sequence, and instructional practices to integrate cores subject areas with science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Materials - 199 - General Fund - \$37,571, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$14,043.93, Instructional Support - 211 - Title 1 A - Economically Disadvantaged Study - \$80,772.89	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing and timely staff development that supports the implementation of differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality Tier 1 instruction and improved student achievement. Staff Responsible for Monitoring: Campus instructional coaches and administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide staff with the training and support to both successfully interpret and develop an instructional plan for responding in Tier 1 and Tier 2 to MAP and M-Class data comparisons of Fall, Winter, and Spring administration of MAP. Strategy's Expected Result/Impact: Teachers will use the data to target instruction and support students with growth goal settings (during fall and following winter administration). Staff Responsible for Monitoring: Campus administration, Instructional coaches, Intervention teachers, Homeroom teachers, Special Education teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Intervention tutoring groups to close the gaps for students (K-4th). Strategy's Expected Result/Impact: Students will increase overall knowledge base and achieve higher results on MAP and M-Class test. Staff Responsible for Monitoring: Campus administration, Instructional coaches, Intervention teachers, Homeroom teachers, Special Education teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Dyslexia - 211 - Title 1 A - Economically Disadvantaged Study - \$81,196.32, Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$31,161.74	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Increase total attendance from 92% to 94% by May 2023.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: ADA Weekly Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attendance incentives for students with perfect attendance for the week and month. Strategy's Expected Result/Impact: Students will find motivation for attending school consistently when recognized weekly and monthly and will attend school more regularly. Staff Responsible for Monitoring: Campus administration, Counselor, Parent Coordinator, Attendance Clerk Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Incentives for weekly, monthly, yearly attendance initiatives - 461 - Activity Fund - \$21,945.12	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide student leadership clubs/opportunities across the campus as an incentive for attending school. Strategy's Expected Result/Impact: Students will find motivation while working towards a goal with like leaders across the campus and will attend school more regularly. Staff Responsible for Monitoring: Campus Administration, Counselor, Librarian, Homeroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Solidify implementation of comprehensive and systematic campus-wide PK-4 Advanced academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted students. Strategy's Expected Result/Impact: Maintain 10% of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator and G/T coordinator Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - GT	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased number of students moving up at least one proficiency level on TELPAS. Staff Responsible for Monitoring: Campus administration, LPAC committee, Bilingual teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,608.43, - 199 - General Fund	Formative		
	Jan	Apr	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Extended Day - Extended Day/Tutorial - \$3,900, - 199 - General Fund, - State Compensatory Funds - \$185,905		Formative		
		Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: We will increase the average of meets performance level for grades 3-4 Reading/Math STAAR by 5% or more for all students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, CSA

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the school year, students will receive information and participate in collage and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agenda of college week activities, pictures, social media posts





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: In the 2023-2024 school year, Parks will continue to hire certified Bilingual/ESL teachers and train existing teachers to make sure that all students are educated by a highly qualified teacher. Our need is for more teachers to become ESL certified. Strategy's Expected Result/Impact: In hiring new staff specifically look for ESL Certifications. With the current staff, offer and try to send staff members to the ESL academy provided. Staff Responsible for Monitoring: Administrators, LPAC committee Title I: 2.6 - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual Program, we will partner with the Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure we follow through in sitting for the exam. Strategy's Expected Result/Impact: All teachers will be prepared and certified to serve our bilingual students with language supports. Staff Responsible for Monitoring: Administrators, TELPAS Chair, Bilingual Coach	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways (Teacher Leadership Academy, Coaching Academy, Classroom Spotlights on campus, Lead content committees) Staff Responsible for Monitoring: Campus Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parent and community involvement program will be established and implemented to increase collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Survey, Sign-ins

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Information Resources - 211 - Title 1 A - Economically Disadvantaged Study - \$2,478.34, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$25,687.53	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures to present, prepare, respond and recover from all potential threats, natural and man made. Strategic Plan 5.4

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs and training sign in sheets & agendas





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Increase student engagement in current PBIS focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: PBIS meeting agendas, PBIS staff binders with common area lesson plans, behavior data

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: 100% of special education staff and administration will be in compliance with Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Parks Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

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Personnel for Parks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bentley, Tonya	Teacher - Elementary School	1
Delgadillo, Moises	Teacher - Elementary School	1
Elizondo, Eric	Teacher - Elementary School	1
Fernandez, Jessica	Teacher - Elementary School	1
Godinez, Maria	Teacher - Elementary School	1
Obregon, Laura	Teacher - Elementary School	1
Smith, Natalie	Campus Coach - All Levels	1
Tovar, Diana	Teacher - Elementary School	1
Trevino, Veronica	Paraprofessional - Instructional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Godinez	Dyslexia Teacher Elementary & Middle		1
Natalie Smith	Peer Facilitator (Campus Coach)		1
Stephanie Saucedo	District Parent Coordinator		0.5
Veronica Trevino	Elementary Aides		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$37,571.00
1	3	1		GT	\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
Sub-Total					\$37,571.00
Budgeted Fund Source Amount					\$37,571.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$14,043.93
1	1	1	Instructional Support		\$80,772.89
1	1	1	Plan4Learning		\$550.00
1	1	4	Dyslexia		\$81,196.32
1	1	4	Title 1 Instructional Aide		\$31,161.74
4	1	1	Parent Information Resources		\$2,478.34
4	1	1	Parent Coordinator		\$25,687.53
4	1	2			\$0.00
Sub-Total					\$235,890.75
Budgeted Fund Source Amount					\$235,890.75
+/- Difference					\$0.00
461 - Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Incentives for weekly, monthly, yearly attendance initiatives		\$21,945.12
Sub-Total					\$21,945.12
Budgeted Fund Source Amount					\$21,945.12
+/- Difference					\$0.00

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$1,608.43
Sub-Total					\$1,608.43
Budgeted Fund Source Amount					\$1,608.43
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$185,905.00
Sub-Total					\$185,905.00
Budgeted Fund Source Amount					\$185,905.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Extended Day		\$3,900.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
Grand Total Budgeted					\$486,820.30
Grand Total Spent					\$486,820.30
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Pearl Hall Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Pearl Hall Elementary is committed to building a community of learners that reaches every child, in every classroom, every day.

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

We remain committed to providing a high quality education in which all students achieve academic success.

We remain committed to building relationships with each other, students, and parents in the community we serve. We are a school family that will always be student-centered.

We remain committed to the integration of technology in our classrooms to create engaging learning environments.

We remain committed to providing real-time intervention and enrichment for our students that is targeted and purposeful.

WE ARE PEARL HALL ELEMENTARY!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pearl Hall Elementary is a Title I school in South Houston, Texas that serves 542 students in PK-4th grade. 95% of our students are economically disadvantaged. Here is a summary of our demographics.

- Hispanic-500
- White-14
- Black/African American-21
- 2 or more races-6
- Native American/Pacific Islander-1

Special Programs

- GT-28
- SPED-74
- 504-18
- LEP-269
- Bilingual Education-256
- At-Risk-341
- Dyslexia-3

Attendance

- 93%
- Chronic count-115

Demographics Strengths

- Effective intervention process
- GT Assessment/Identification process
- Bilingual classes in PK-4th grade
- Bilingual/Title I instructional aides provide tutoring and support for struggling students
- Identification and monitoring of special populations
- Pullout program for GT students
- Instructional coaches, DAIT, and Intervention teachers provide intervention support to students in need
- McKinney-Vento case manager

- Tutoring/Enrichment (PRIDE Time)
- Parent Coordinator provides assistance to parents and coordinates opportunities for them to be a part of the school process
- Parent communication in English and Spanish
- Class Dojo/Remind

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on our current attendance data, our ADA is at 93% with 115 students experiencing chronic absences. **Root Cause:** At this time, our parents are not fully understanding the significant impact that absences are having on student achievement and progress.

Student Achievement

Student Achievement Summary

STAAR Scores

Campus/District/State Comparison

September 2023

Percent at Approaching (*which TEA considers passing*)

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	52	88	82	-6	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Sp	60	69	67	-2	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	48	56	62	+6	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Sp	49	67	67	0	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	29	67	82	+15	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	32	60	62	+2	46%	65%	69%	+4	58%	69%	70%	+1

Percent at Meets

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	11%	47%	48%	+1	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading Sp	33%	38%	31%	+7	27%	28%	34%	+6	24%	25%	51%	+26
3 rd Grade Math	7%	28%	33%	+5	15%	31%	31%	=	30%	42%	44%	+2
3 rd Grade Math Sp	18%	38%	29%	-9	19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	9%	43%	36%	-7	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	12%	20%	34%	+14	18%	32%	41%	+9	35%	42%	47%	+5

Percent at Masters

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	2%	21%	5%	-24	10%	24%	15%	-9	19%	31%	20%	-11
3 rd Grade Reading Sp	20%	22%	19%	-3	17%	15%	20%	+5	15%	14%	20%	+6
3 rd Grade Math	0%	5%	7%	+2	5%	12%	11%	-1	14%	21%	19%	-2
3 rd Grade Math Sp	4%	16%	12%	-4	7%	13%	9%	-4	5%	21%	19%	-2
4 th Grade Reading	7%	11%	13%	+2	8%	21%	14%	-7	18%	29%	21%	-8
4 th Grade Math	5%	10%	9%	-1	8%	15%	14%	-1	21%	23%	22%	-1

Student Achievement Strengths

Student achievement strengths

- Improved performance in 4th grade Reading
 - 82%-This exceeded the district and state scores
- Improved performance in 3rd grade Reading
 - 82%-This exceeded the district and state scores
- Improved performance in 4th grade Math
- Improved performance in 3rd grade Math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Data from the 2022-2023 STAAR Math administrations indicate our performance falls below district and state averages. **Root Cause:** A significant number of students in grades K-4 are missing essential grade level math standards which is impacting their achievement on STAAR.

School Culture and Climate

School Culture and Climate Summary

Pearl Hall Elementary is an established campus that is based on a positive school culture with high expectations for all students. Teachers are encouraged to seek out leadership opportunities and new learning in order to be life-long learners with a growth mindset. Teacher input is sought and valued when campus decisions are made which helps to increase ownership in the overall success of Pearl Hall. The campus leadership team consistently analyzes student data throughout the year to help plan needed staff development for the upcoming school year. Teacher teams work in PLC's to analyze data and plan for student groups. This in depth and ongoing analysis helps facilitate the continuous growth of our campus by focusing instructional needs of our students. In addition, campus committees meets monthly to plan events to recognize teachers and students. Two of the focuses of our campus PBIS committee work has been discipline and threats. Our campus data for the 2022-2023 school year is noted below.

Discipline Incident	# of incidents
Disruptive/Aggressive	56
Inappropriate Conduct	54
Disruption	17
Threat	16
Bus	7
Persistent Misbehavior	5
Weapon/Cig device	5
Theft	2
Bullying	1
Insubordination	1
Student Code of Conduct	1
Total	165

Safe & Supportive School Program 2022-2023	# of incidents
Threats	9
Suicide Assessments	16

School Culture and Climate Strengths

- District curriculum, timelines, assessment, and resources
- Horizontally and vertically aligned curriculum
- Team planning time to analyze data and plan for instruction
- District training and professional development
- Highly trained instructional coaches
- Highly qualified staff
- Easily accessible data to guide instruction (AWARE)
- Student Council
- Safety Patrol
- PBIS, Attendance, Literacy, SBDM, Leadership, Parent Engagement, and Wellness committees
- Daily morning broadcast to reinforce Safe & Civil Schools and Conscious Discipline implementation
- Ongoing and End-of-Year student and staff recognition
- New teacher mentoring
- Host PISD mentor meetings on campus (PISD Master Mentor on staff)
- Electronic access to pool of qualified applicants
- Common planning and PLC time for every team
- 21st Century technology classrooms and library
- Technology Applications teacher (part of master schedule)
- Promethean boards, projectors, and document cameras in all classrooms
- Technology liaison
- Arrival and dismissal procedures
- Cafeteria and school procedures
- Safe and Civil Schools
- Conscious Discipline
- Bullying awareness
- Master schedule
- Fire and safety drills
- Visitor check-in system

- Crisis Committee
- Health, fitness, and nutrition emphasis

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: During the 2022-2023 school year, an increased number of discipline referrals and threat assessments were completed. **Root Cause:** Students do not have the self-regulation tools to manage their upset.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Improve implementation of Conscious Discipline and Safe and Civil Schools strategies
- Conduct staff, parent, and student surveys
- Increase positive school image through branding and positive publicity
- Strive to maintain high rate of teacher retention
- Continue to seek highly qualified candidates
- Continue to provide support for new personnel through staff development and mentoring
- Strengthen Professional Learning Communities
- Continue to review traffic patterns and arrival/dismissal procedures for safety and efficiency
- Consistent school-wide implementation of Conscious Discipline and CHAMPS

Staff Quality, Recruitment, and Retention Strengths

- Mentors provided to all 1st year teachers
- Monthly New Panther Academy meetings
- Instructional coaches
- Staff Development
- Highly Qualified Staff
- Common planning time
- Weekly PLC time
- Peer observations
- Teacher recognition
- Participate in district meet and greet events

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting, hiring, and retaining quality staff in critical shortage areas such as Special Education and Bilingual Education are concerns. **Root Cause:** There are fewer candidates graduating from university teacher preparation programs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow district scope and sequence across all grade level teams
- Administer district assessments and use data from assessments to drive instruction
- Use ongoing common assessments to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize instructional coaches for teacher support
- Provide time and resources for team planning
- Standards-based grading and report cards
- Weekly PLC meetings to review grade level data and determine PRIDE groups for intervention and enrichment
- Provide ongoing professional development on the use of new technology and digital resources
- Embed technology into instruction to increase student usage and productivity
- Increase availability of digital resources
- Increase usage of educational software as an intervention and enrichment tool
- MAP testing

Curriculum, Instruction, and Assessment Strengths

- District curriculum, timelines, assessments and resources
- Grade level PLC's
- Professional development
- Team planning and collaboration
- Instructional coaches for Reading and Math
- Highly qualified staff
- Easily accessible data to guide instruction
- Daily tutoring/enrichment in all grade levels (PRIDE time)
- Instructional resources and materials
- Digital resources

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): We are experiencing high amounts of students needing Tier 2 intervention across grade levels (K-4). **Root Cause:** Students are missing foundational grade level skills targeted during Tier 1 instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

At Pearl Hall Elementary, we are committed to providing high quality, engaging events for our parents and community. We have consistently high participation in the events scheduled during the school day and after school. Our counselor, parent coordinator, administrative team, and parent engagement committee work collaboratively on all school-wide events.

Parent and Community Engagement Strengths

- Title I parent training
- Grade level music programs
- School Website
- CHAC events
- Family Nights
- Parent engagement committee events (day and evening)
- Parent communication in English and Spanish
- Phone call out system
- Volunteer program
- Meet, Greet and Drop prior to school beginning
- Report Card nights
- See to Succeed

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Our 22-23 parent survey data indicated a need to improve in the areas of providing parent volunteer opportunities and relevant parent workshops. **Root Cause:** Outside factors such as the pandemic have caused decreased opportunities for regularly scheduled parent activities for the last several years.

School Context and Organization

School Context and Organization Summary

We have many systems in place that help our organization run as efficiently and effectively as possible. Each teacher meets with their committee a minimum of once per month in order to plan and organize school-wide events or activities. Paraprofessionals meet with the administrative team a minimum of once per month as well as with the instructional coaches on a weekly basis. We have implemented a weekly PLC schedule to allow time for more in-depth data discussions as well as mini-professional development sessions to address timely topics.

School Context and Organization Strengths

- Grade level common planning and PLC time
- PBIS team
- SBDM team
- Student Helpers
- Organized and safe arrival and dismissal procedures
- Master Schedule
- Monthly calendars
- Team building activities
- Student Council
- Team leaders
- Two instructional coaches
- Highly qualified staff
- Broadcast morning announcement
- School supervision in the halls and cafeteria
- Health, Fitness and Nutrition emphasis
- Crisis Team
- PRIDE Time
- Raptor - visitor/volunteer badges
- Universal Breakfast

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a need for additional time for teachers to meet to analyze data . **Root Cause:** Afterschool faculty meetings are not sufficient to address all of the needs of the campus.

Technology

Technology Summary

Use of technology is a priority at Pearl Hall Elementary. We hold regular trainings on how to integrate technology into their daily instruction. During grade level planning meetings, time is dedicated to the discussion of what technology resources will be utilized during whole group and independent work time.

Technology Strengths

- Technology Teacher (tech liaison)
- Computer Labs
- School Website
- Waterford
- Dreambox
- Education Galaxy
- Chromebooks (1:1 program)
- 21st Century technology in classrooms and library
- Professional development

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a growing need for additional online resources for our students. **Root Cause:** Limited campus budgets do not allow for the purchase of these additional resources.

Priority Problem Statements

Problem Statement 1: Data from the 2022-2023 STAAR Math administrations indicate our performance falls below district and state averages.

Root Cause 1: A significant number of students in grades K-4 are missing essential grade level math standards which is impacting their achievement on STAAR.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Our 22-23 parent survey data indicated a need to improve in the areas of providing parent volunteer opportunities and relevant parent workshops.

Root Cause 2: Outside factors such as the pandemic have caused decreased opportunities for regularly scheduled parent activities for the last several years.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: We are experiencing high amounts of students needing Tier 2 intervention across grade levels (K-4).

Root Cause 3: Students are missing foundational grade level skills targeted during Tier 1 instruction.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the 2023-2024 school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to increase student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: Reading level data, fact fluency data, lesson plans, MAP data, CBA data, common assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and research-based instructional practices to increase academic language and deepen student critical thinking in RLA and Math in grades PK-4. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement across grade levels Increased student achievement on STAAR Increased student achievement on MAP Increased student progress on mCLASS Staff Responsible for Monitoring: Campus administrators, Instructional Coaches Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$165,194.52, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$20,281.42, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$43,020, - Extended Day/Tutorial - Extended Day - \$5,000, - State Compensatory Funds - \$572,763	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators, Instructional Coaches Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the 2023-2024, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data





Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrators, G/T coordinator, G/T Pull-out teacher Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,844	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrators, LPAC committee Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$3,964, - 263 - Title III A - Bilingual Education, Language - \$3,868.55	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - At Risk - \$3,090, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$56,104.78, - 199 - General Fund - Special Ed. - \$1,400, - 211 - Title 1 A - Economically Disadvantaged Study - DAIT - \$88,557.60	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Increase the number of bilingual certified teachers in critical need positions Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the 2023-2024 school year, our parental and community involvement program will be strengthened in order to increase collaborative partnerships by 5%.

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrators, Counselor, Parent Coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and relevant parent workshops opportunities focused on student and family needs. Strategy's Expected Result/Impact: Increased participation in school activities and parent workshops Staff Responsible for Monitoring: Campus administrators, Counselor, Parent Coordinator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$23,719.08, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,579.07	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in school events and initiatives Staff Responsible for Monitoring: Campus administrators, Counselor, Parent Coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: During the 2023-2024 school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 3: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 2023-2024 school year, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , Safe & Civil Schools, Conscious Discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts Staff Responsible for Monitoring: Campus administrators, Counselor, Staff, BRT Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and Guidance Center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, Guidance Center, and/or DAEP. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Pearl Hall Elementary

Total SCE Funds: \$572,763.00

Total FTEs Funded by SCE: 17

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional materials, and supplies.

Personnel for Pearl Hall Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arriaga, Nora	Teacher - Elementary School	1
Bellew, Stephanie	Teacher - Elementary School	1
Duarte, Celia	Teacher - Elementary School	1
Gonzalez, Andrea	Paraprofessional - Instructional	1
Hernandez, Christina	Campus Coach - All Levels	1
Key, Kimberly	Teacher - Elementary School	1
Maldonado, Blanca	Teacher - Elementary School	1
Morales, Jessica	Paraprofessional - Instructional	1
Perez, Lorena	Teacher - Elementary School	1
Resendez, Ingrid		1
Rivera, Victoria	Teacher - Elementary School	1
Salcedo, Martha	Teacher - Elementary School	1
Sanguino, Lucy	Teacher - Elementary School	1
Santos, Yuri	Teacher - Elementary School	1
Stratford, Racheal	Teacher - Elementary School	1
Sullivan, Wendy	Campus Coach - All Levels	1
Tinajero, Maria	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Gonzalez	Elementary Aides		1
Christina Hernandez	Peer Facilitator (Campus Coach)		1
Jessica Morales	Elementary Aides		1
Kimberly Key	Dyslexia Teacher Elementary & Middle		1
Roselyn Gutierrez	District Parent Coordinator		0.5
Wendy Sullivan	Peer Facilitator (Campus Coach)		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$43,020.00
1	2	1		G/T	\$1,844.00
1	2	2		Bi/ESL	\$3,964.00
1	2	3		Special Ed.	\$1,400.00
1	2	3		At Risk	\$3,090.00
Sub-Total					\$53,318.00
Budgeted Fund Source Amount					\$53,318.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title 1 Instructional Materials	\$20,281.42
1	1	1		Plan4Learning	\$550.00
1	1	1		Instructional Coach	\$165,194.52
1	2	3		DAIT	\$88,557.60
1	2	3		Title 1 Instructional Para	\$56,104.78
2	1	2		Title 1 Parent Coordinator	\$23,719.08
2	1	2		Title 1 Parent Component	\$3,579.07
Sub-Total					\$357,986.47
Budgeted Fund Source Amount					\$357,986.47
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,868.55
Sub-Total					\$3,868.55
Budgeted Fund Source Amount					\$3,868.55
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$572,763.00
Sub-Total					\$572,763.00
Budgeted Fund Source Amount					\$572,763.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Extended Day	\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$992,936.02
Grand Total Spent					\$992,936.02
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Pomeroy Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pomeroy Elementary serves students from PK, (including ECSE 3 and ECSE 4) through fourth grade along with the SUCCESS program. For the 2023-2024 school year, our current student population is 736 students. The demographic breakdown of our student body is shown in the tables below.

Enrollment by Race/Ethnicity

African American	2.5%
Hispanic	92.53%
White	4.21%
American Indian	0.0%
Asian	0.0%
Pacific Islander	0.0%
Two or More Races	0.5%

Male	47.69%
Female	52.31%

Enrollment by Student Group

Economically Disadvantaged	90%
English Language Learners	66.03%

Demographics Strengths

Strong Hispanic population

Strong Immigrant population

Lower percentage of special ed population

High GT population

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Student Achievement

Student Achievement Summary

STAAR Scores

Campus/District/State Comparison

September 2023

STAAR Scores

Campus/District/State Comparison

September 2023

Percent at Approaches (*which TEA considers passing*)

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	71 60	81 58	80 78	-1 +20	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Sp					56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	64 50	65 72	68 67	+3 -5	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Sp					52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	58	74	82	+8	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	57	71	84	+13	46%	65%	69%	+4	58%	69%	70%	+1

STAAR Scores

Campus/District/State Comparison

September 2023

Percent at Meets

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	44	53	39 47	-14 +20	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading Sp	33	27			27%	28%	34%	+6	24%	25%	51%	+26
3 rd Grade Math	22 21	31 24	26 31	-5 +7	15%	31%	31%	=	30%	42%	44%	+2
3 rd Grade Math Sp					19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	24	57	48	-9	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	26	40	52	+12	18%	32%	41%	+9	35%	42%	47%	+5

STAAR Scores

Campus/District/State Comparison

September 2023

Percent at Masters

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	19 21	23 15	6 28	-17 +13	10%	24%	15%	-9	19%	31%	20%	-11
3 rd Grade Reading Sp					17%	15%	20%	+5	15%	14%	20%	+6
3 rd Grade Math	6	8 7	6	-2 -1	5%	12%	11%	-1	14%	21%	19%	-2
3 rd Grade Math Sp	12		6		7%	13%	9%	-4	5%	21%	19%	-2
4 th Grade Reading	10	30	17	-13	8%	21%	14%	-7	18%	29%	21%	-8
4 th Grade Math	11	21	12	-9	8%	15%	14%	-1	21%	23%	22%	-1

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TELPAS

- Pre-covid the target was 36%. This year it was lowered.
 - This year we were at 39%
 - The district average was 33% for 2022
 - K – NA
 - 1st – 57%
 - 2nd – 19%
 - 3rd – 36%
 - 4th – 49%
 - Total = 39% 6% higher than the district average!
-
- How many of our students (2nd-4th) are at Advanced or Advanced High?
 - Listening – 83%
 - Speaking – 27%
 - Reading – 54%
 - Writing – 59%

Student Achievement Strengths

PAW (PIE) time

PLC extra period for more data analysis which will impact student achievement

DL continues to be a strength.

3rd grade Spanish and all of 4th grade was a strength on the STAAR

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Over the last few years students have spent more time at home and the opportunities to speak English outside of the home have decreased. **Root Cause:** ELL students have spent much more time at home with their Spanish only speaking family members during the pandemic.

School Culture and Climate

School Culture and Climate Summary

Pomeroy's Morale is still high and school culture is positive and the climate is good. Less than 5% of the entire staff rated the overall climate "Dissatisfied" with no one rating the campus climate as "Very Dissatisfied".

Priorities

- Continued implementation of Safe and Civil and Conscious Discipline strategies
- Conduct staff, parent and student surveys
- Increase positive school image through publicity and social media (Facebook posting daily)

School Culture and Climate Strengths

- High positive school culture
- Climate is good
- High support from Admin
- Teacher turnover is low

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Need to provide school safety training which includes preventative, mental health and a parent/community component. **Root Cause:** Need to consider adding additional training for staff that are not required but greatly needed to handle the physical, behavioral, social, emotional, and mental health needs of today's youth. Increase workshops that include preventative and mental health. Individual attitudes Work/life emergencies Wordload Class size

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers by Years of Experience:

Beginning Teachers 2 Teachers

1-4 Years Experience 9 Teachers

5-9 Years Experience 12 Teachers

10-14 Years Experience 18 Teachers

15-19 Years Experience 9 Teachers

20-24 Years Experience 6 Teachers

25-29 Years Experience 4 Teachers

30+ Years Experience 1 Teachers

Staff Quality, Recruitment, and Retention Strengths

Due to the positive culture and support given to teachers, there is very little turn over (percentage wise) at Pomeroy. We have a "Panther Camp" for all new teachers to our campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher retention and the number of teachers with less than 5 years of experience. Ensure that new teachers are supported in class as well as district wide through coaching cycles and mentoring programs **Root Cause:** There is a lack of quality substitutes available. Teacher attendance has declined and substitutes do not feel prepared.
*Teacher attitude *Challenging demographics

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Pomeroy Elementary, each teacher aligns his/her classroom curriculum to the district timelines which in turn are aligned to the state curriculum. We have been implementing quick checks half way between each 9 weeks or between MAP tests. This allows teachers to go back and immediately intervene in the instruction to make sure students have retaught the objectives that were not mastered. It also allows us to better stay on pace to ensure student success.

We have been fine-tuning our quick checks and making sure they are appropriately aligned with the district scope and sequence.

Priorities

- Follow district scope and sequence
- Administer district assessments and use data from assessments to drive instruction
- Use common assessments to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize standards based grading and report cards
- Utilize Instructional coaches to support staff
- Provide time and resources needed for team planning

Curriculum, Instruction, and Assessment Strengths

- Data is readily available to teachers to make instructional decisions.
- PISD provides guidance and planning resources
- Planning and resource support is available from instructional coaches

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Tier 1 instruction needs to be improved through analysis of lesson planning and instructional best practices in the classroom with the focus on student learning. **Root Cause:** Teachers are not consistently utilizing data analysis and instructional best practices in planning. Lessons are not aligned to the level of rigor.

Parent and Community Engagement

Parent and Community Engagement Summary

We are excited about our new parent coordinator for the 23-24 school year. She is proactive and already made improvements to the level of engagement with our parents.

Needs at this time are:

- 1. Providing materials in both English and Spanish for parents.**
- 2. Improve receiving flyers back from parents (students not turning into teachers or teachers not turning into counselor or parent coordinator)**
- 3. Increasing attendance at parent meetings.**
- 4. Increase communication with parents to verify attendance or why they stopped coming to classes.**
- 5. Have parents follow through on attending activities that they sign up for.**
- 6. Continue recruiting for our PTO.**

Parent and Community Engagement Strengths

- We have a core group of moms that have continuously helped for years and are hardworking, selfless, and dependable.
- We are continuing with our community partners/sponsors: Ghuheim Law Firm and Mark Benoit EXP Reality.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Student interests in extra-curricular activities are larger than the opportunities provided. **Root Cause:** Not enough parent and teacher volunteers to expand opportunities for students.

Problem Statement 2 (Prioritized): Parental involvement is low. **Root Cause:** Inconsistent procedures for recruiting parents

School Context and Organization

School Context and Organization Summary

We continue to make systems and routines more organized and streamlined. We have continued with the changes in the committee structure by combining them to three which allowed us to have all of the meetings on the same day. This was needed to minimize the amount of time our teachers were required to meet during after-school hours which took away from planning time.

Priorities

- Consistent school-wide implementation of Conscious Discipline and Safe and Civil procedures
- Investigation of master schedule that incorporates tutoring and enrichment
- Continuation of PIE (PAW) plan that encompasses all grade levels, K-4th.

School Context and Organization Strengths

Dismissal is running smoother and with consistency

Implementation of PIE/PAW in K-4th

CHAMPS are being used more consistently campus-wide

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Students need to be provided with consistent effective instruction by providing teachers specific resources for targeted skills for PAW. **Root Cause:** Administration, campus coaches, and instructional support staff need to provide teachers and PAW paras with appropriate support/coaching.

Technology

Technology Summary

- Provide one to one devices for every student
- Embed technology into instruction to increase student usage and productivity
- Increase use of digital resources to include e-books, e-readers, research, etc.
- Increase usage of educational software as an intervention and enrichment tool
- Continue MAP testing (online individualized testing) for 2nd, 3rd and 4th grade (headphones/chromebooks)
- 1:1 technology

Technology Strengths

- 1:1 devices for all students
- 21st-century technology classrooms and library
- Technology teacher
- Technology professional staff developments and training
- Staff One Note Notebook utilized for all

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. **Root Cause:** School budgets are limited.

Priority Problem Statements

Problem Statement 1: Tier 1 instruction needs to be improved through analysis of lesson planning and instructional best practices in the classroom with the focus on student learning.

Root Cause 1: Teachers are not consistently utilizing data analysis and instructional best practices in planning. Lessons are not aligned to the level of rigor.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Students need to be provided with consistent effective instruction by providing teachers specific resources for targeted skills for PAW.

Root Cause 2: Administration, campus coaches, and instructional support staff need to provide teachers and PAW paras with appropriate support/coaching.

Problem Statement 2 Areas: School Context and Organization

Problem Statement 3: Need to provide school safety training which includes preventative, mental health and a parent/community component.

Root Cause 3: Need to consider adding additional training for staff that are not required but greatly needed to handle the physical, behavioral, social, emotional, and mental health needs of today's youth. Increase workshops that include preventative and mental health. Individual attitudes Work/life emergencies Wordload Class size

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Parental involvement is low.

Root Cause 4: Inconsistent procedures for recruiting parents

Problem Statement 4 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will improve the percentage of students performing at the Meets level by 5% in all student groups in 3rd and 4th grade math and reading. Student groups include: All students, English testers, Spanish testers, Special Ed students, and Emergent bilingual students.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal





Evaluation Data Sources: Common Assessments

Mock STAAR

STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will reflect and act on previous data from previous weeks and previous school year. Strategy's Expected Result/Impact: Increased quality instruction and student achievement. Staff Responsible for Monitoring: Instructional Coaches and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 2 - School Context and Organization 1	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Teachers will utilize the "unpacking the standards protocol" and ensure there is aligned independent practice with feedback. Strategy's Expected Result/Impact: Teachers will become the experts on the grade level standards they are working with. Staff Responsible for Monitoring: Teachers and Instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Implement a comprehensive and systematic campus-wide PreK-4th grade Advanced Academic/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/GT students. Strategy's Expected Result/Impact: Increased percentage of identified GT students learning at higher levels of achievement. Staff Responsible for Monitoring: GT Certified Teachers - Homeroom and Pull-out Campus Administrators - Campus GT Administrator Funding Sources: - 199 - General Fund - \$2,679		Formative		
		Jan	Apr	June
Strategy 4 Details		Formative Reviews		
Strategy 4: Ensure a comprehensive and systematic district-wide/campus PreK-4th grade Response to Intervention and Special Programs approach that provides support for struggling learners in order to achieve learning at high levels and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for the Special Education subgroup including students identified to receive interventions and those with a reading difficulty. Staff Responsible for Monitoring: Campus Administrators Rtl Team Instructional Coaches Classroom Teachers Funding Sources: Special Ed funds - 199 - General Fund - \$1,591		Formative		
		Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: During weekly team planning meetings, instructional Coaches will work with teachers to identify and work to find solutions for the misconceptions and challenges students will likely encounter when being introduced to aligned curriculum. Strategy's Expected Result/Impact: Increase student achievement through improving the planning piece within teams as they work with coaches. Staff Responsible for Monitoring: Teachers and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and DAEP. Strategy's Expected Result/Impact: Working together to keep students on campus will impact students' ability to perform better on all assessments. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus will work collaboratively with the district sped office to ensure compliance with Restraint Training and TBSI requirements Strategy's Expected Result/Impact: Remain in compliance with TBSI requirements to best meet the needs of our students Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Need to provide school safety training which includes preventative, mental health and a parent/community component. Root Cause: Need to consider adding additional training for staff that are not required but greatly needed to handle the physical, behavioral, social, emotional, and mental health needs of today's youth. Increase workshops that include preventative and mental health. Individual attitudes Work/life emergencies Wordload Class size
Curriculum, Instruction, and Assessment
Problem Statement 1: Tier 1 instruction needs to be improved through analysis of lesson planning and instructional best practices in the classroom with the focus on student learning. Root Cause: Teachers are not consistently utilizing data analysis and instructional best practices in planning. Lessons are not aligned to the level of rigor.

Parent and Community Engagement
Problem Statement 2: Parental involvement is low. Root Cause: Inconsistent procedures for recruiting parents
School Context and Organization
Problem Statement 1: Students need to be provided with consistent effective instruction by providing teachers specific resources for targeted skills for PAW. Root Cause: Administration, campus coaches, and instructional support staff need to provide teachers and PAW paras with appropriate support/coaching.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: The overall percentage of EB students improving on the Speaking portion of the TELPAS will improve 5% over last year's performance.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will model oral responses by using academic vocabulary, sentence stems, and BICS in English on a more consistent basis. Strategy's Expected Result/Impact: Students speaking skills will improve in English Staff Responsible for Monitoring: Homeroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Bilingual Education Supplement - 263 - Title III A - Bilingual Education, Language - \$4,256.79, Bilingual Funding - 199 - General Fund - \$7,211		Formative		
		Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Offer parent ESL classes to support students' language development at home. Strategy's Expected Result/Impact: Parents will be become more literate in English and be able to help students in their acquisition of the English language. Staff Responsible for Monitoring: Parent Coordinator Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Better prepare our teachers to work with EB students in reaching their full potential. Staff Responsible for Monitoring: Administrators District Bilingual Department RISE Team	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Better prepare our teachers to work with EB students in reaching their full potential. Staff Responsible for Monitoring: HR Admin	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Every student in a PAW group will increase their reading level by at least one level every nine weeks. Students will also progress in math fluency based on grade level fluency expectations as identified by the EdTech program and District assessment(s).





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Running records and BAS
Teacher Data Collection
EdTech

Strategy 1 Details		Formative Reviews		
Strategy 1: Instructional Coaches will provide teachers with specific resources and strategies, and the training to use them with students at every reading level. Strategy's Expected Result/Impact: Teachers to have more impactful skills to utilize while working to improve their students' reading levels. Staff Responsible for Monitoring: Homeroom teachers and coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Coach Salaries - 211 - Title 1 A - Economically Disadvantaged Study - \$255,541.91, Plan4learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Title 1 Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - \$28,886.29, Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$84,317.20, BFU, Overtime, Fixed - 199 - General Fund - \$61,716, Title 1 instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$28,164.39, At risk funds - 199 - General Fund - \$4,405, - State Compensatory Funds - \$687,498, - Extended Day/Tutorial - \$6,200		Formative		
		Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 4: 100 % of students whose parents apply for their child's placement in the ACE After-School Program, register their child, and meet attendance requirements, will receive unique enrichment and academic opportunities including small group tutoring. ACEis designed to promote positive long-term development socially and academically.

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Rosters
Lesson Plans
Enrichment Activity Logs
Reports Cards
Reading Levels
EdTech achievement

Strategy 1 Details	Formative Reviews		
Strategy 1: Use engaging and motivating activities that build academic skills in a non-academic environment Strategy's Expected Result/Impact: Student engagement and improvement in reading, math, and other academic areas Staff Responsible for Monitoring: ACE Program Manager Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student understanding of teamwork and collaboration. Strategy's Expected Result/Impact: Develop long term social skills of teamwork and collaboration. Staff Responsible for Monitoring: ACE Program Manager Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Goal 3: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, parental involvement will increase over last year's participation by 10%.

High Priority

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer regularly scheduled parent meetings on appropriate, useful, and timely topics that can be used to help them or their students grow. Topics may include but are not limited to: attendance, bullying, test anxiety, safety, GED, ESL, etc. Strategy's Expected Result/Impact: Increase student engagement and achievement by engaging parents in the educational process. Staff Responsible for Monitoring: Parent Coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Follow up with volunteers to keep them involved. Strategy's Expected Result/Impact: Let them know their time and help is valued and important to use so they don't stop coming to help out. Staff Responsible for Monitoring: Parent coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title 1 Salary Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,485.97, Title 1 Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$4,970.19	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Reinstate parent volunteer appreciation EOY event Strategy's Expected Result/Impact: Express our gratitude for parental and volunteer support during the school year. Staff Responsible for Monitoring: Parent coordinator Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

State Compensatory

Budget for Pomeroy Elementary

Total SCE Funds: \$645,915.00

Total FTEs Funded by SCE: 27

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional materials and supplies.

Personnel for Pomeroy Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aaron, Ana	Teacher - Elementary School	1
Aguilar, Jaime	Teacher - Elementary School	1
Cantu-Rodriguez, Leticia	Teacher - Elementary School	1
Castillo, Adelfa	Campus Coach - All Levels	1
Cisneros, Rosa	Teacher - Elementary School	1
Diaz, Katherine	Teacher - Elementary School	1
Farmer, Amy		1
Figueroa, Lizbeth	Teacher - Elementary School	1
Flores, Mayra	Paraprofessional - Clerical (CO2	1
Garcilazo, Ruth		1
Garza, Jennifer	Coordinator - ACE	1
Garza, Priscila		1
Giron, Aurora	Teacher - Elementary School	1
Gorham, Laura	Teacher - Elementary School	1
Haynes, Cassie		1
Infante, Angelica	Campus Coach - All Levels	1
Limon, Michelle	Teacher - Elementary School	1
Lopez, Carmen	Paraprofessional - Instructional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lopez, Rocio	Teacher - Elementary School	1
Pena, Brisa	Paraprofessional - Instructional	1
Pena, Maggie	Paraprofessional - Instructional	1
Rojano, Deven		1
Salas, Elda	Teacher - Elementary School	1
Serna, Brianna		1
Shipp, Kelli	Teacher - Elementary School	1
Winiecki, Victoria	Campus Coach - All Levels	1
Zagal, Imelda	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adelfa Castillo	Peer Facilitator (Campus Coach)		1
Aleyda Martinez	District Parent Coordinator		0.5
Angelica Infante	Peer Facilitator (Campus Coach)		1
Brisa Pena	Elementary Aides		1
Carmen Lopez	Elementary Aides		1
Maggie Pena	Elementary Aides		1
Mayra Flores	Clerical Aides - Elementary School		1
Victoria Winiecki	Peer Facilitator (Campus Coach)		1

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Stephen Harding	Principal
Administrator	Becky Montemayor	AP
Administrator	Catalina Rangel	AP
Business Representative	Francisco Villanueva	Business Rep
Parent	Lizbeth Figueroa	K Teacher
Non-classroom Professional	Misty Ruth	Dyslexia Teacher
Classroom Teacher	Raquel Vargas	2nd grade teacher
Non-classroom Professional	Ricardo Rey	ArtTeacher
Classroom Teacher	Maria Flores	4th grade teacher
Classroom Teacher	Erika Perez	PK Teacher
Classroom Teacher	Monica Fernandez	1st grade teacher
Non-classroom Professional	Adelfa Castillo	Instructional Coach
Non-classroom Professional	Patricia Infante	Instructional Coach
Administrator	Nora Hernandez	Counselor
Paraprofessional	Janeth Villanueva	Executive Secretary
Classroom Teacher	Aurora Giron	3rd grade teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,679.00
1	1	4	Special Ed funds		\$1,591.00
1	2	1	Bilingual Funding		\$7,211.00
1	3	1	At risk funds		\$4,405.00
1	3	1	BFU, Overtime, Fixed		\$61,716.00
Sub-Total					\$77,602.00
Budgeted Fund Source Amount					\$77,602.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Aides		\$84,317.20
1	3	1	Title 1 Office Clerk		\$28,886.29
1	3	1	Instructional Coach Salaries		\$255,541.91
1	3	1	Plan4learning		\$550.00
1	3	1	Title 1 instructional materials		\$28,164.39
3	1	2	Title 1 Salary Parent Coordinator		\$23,485.97
3	1	2	Title 1 Parent Component Funds		\$4,970.19
Sub-Total					\$425,915.95
Budgeted Fund Source Amount					\$425,915.95
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Bilingual Education Supplement		\$4,256.79
Sub-Total					\$4,256.79
Budgeted Fund Source Amount					\$4,256.79
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$687,498.00
Sub-Total					\$687,498.00
Budgeted Fund Source Amount					\$687,498.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$6,200.00
Sub-Total					\$6,200.00
Budgeted Fund Source Amount					\$6,200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,201,472.74
Grand Total Spent					\$1,201,472.74
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Red Bluff Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The week of September 12 - 15 groups of Stakeholders met and reviewed data and create Needs Assessments

September 15, 2022

- The Red Bluff Staff met to go over data and review the results of the Needs Assessment
- Pictures are below of the different groups results
- All stakeholders had a chance to give input on what they felt were the most important things
- Parent Surveys were sent out by the district and reviewed during the Needs Assessments Workshop

October 2022

- Plan was developed taking into consideration the areas identified by the Needs Assessment

Demographics

Demographics Summary

Red Bluff is a Pre-K through fourth grade campus. It was established in 1956 and rebuilt in 2020. Students moved into the new Red Bluff on September 11, 2020 during the height of the pandemic. All students who attend Red Bluff live within a 1.5 mile radius. We do not have any apartments nor school buses to transport general education students. We do have one bus for our Special Needs students.

For the school year, 2022-2023 as of October 7, 2022 we have 523 students. Our student demographics are approximately 95% Hispanic, 4% white, and 1% African American. The percent of our students who qualify for free or reduced lunch at this time is 95.22%. In regards to our programs, Red Bluff has 43% LEP Learners, 13% Special Education, 3% Dyslexic/504, 4% Gifted and Talented, and 72% At-Risk.

We have approximately 89 staff members including custodians, cafeteria, and the CIS/ACE programs. Red Bluff has 54% Certified Staff, 21% Paraprofessionals, 18% Cafeteria/Custodial, 7% ACE/CIS.

Priorities for Red Bluff:

- Utilize common assessments to determine student needs
- Provide tutoring and enrichment in a timely manner
- Identify, monitor and provide support for at-risk students
- Implement a master schedule that allows common tutoring/enrichment time
- Analyze data from various sources to monitor each student groups progress

Demographics Strengths

- Bilingual classes and ESL classes

- Identification and monitoring of special populations (ELL, Sp. Ed., Speech, At-Risk, GT, Econ. Dis., Migrant, Homeless, Dyslexic)
- Monitor and provide interventions for all student subgroups
- McKinney Vento case manager
- Monitor and provide support for 504/dyslexia students
- Parent meeting to discuss Title 1 program
- Campus Coaches/Title 1 paraprofessionals, dyslexia/intervention teacher
- Extended Day
- ESSER Tutors
- PIE time (Tutoring and Enrichment)
- Parent Communication in English and Spanish
- CIS Program
- Targeted instructional times for Reading, Writing, Math, Science, and Social Studies
- ACE after-school Program
- Bilingual and Title 1 Aides to provide support and tutoring for students
- High Attendance Rate

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students come from various background experiences and academic needs. **Root Cause:** Some students have large learning gaps due to the pandemic and moving in with extended families during this time.

Problem Statement 2: Students receiving special education services performed lower than the majority of their peers on district and state assessments. **Root Cause:** Students receiving special education services are usually working and performing at least two grade levels below. Their reading levels are significantly below and even with accommodations and modifications, the test is written at a higher vocabulary level making the ability to pass even more difficult.

Student Achievement

Student Achievement Summary

Red Bluff STAAR Scores

Campus/District/State Comparison

May 2022

Red Bluff STAAR Scores from 2021 to 2022

STAAR 2022	APPROACHES	APPROACHES		MEETS	MEETS		MASTERS	MASTERS
Red Bluff Elementary	2021	2022		2021	2022		2021	2022
3RD READING	84%	89%		29%	59%		12%	28%
3RD MATH	79%	86%		41%	53%		19%	27%
3RD READING SPANISH	69%	60%		31%	33%		23%	20%
3RD MATH SPANISH	77%	67%		23%	40%		15%	20%
4TH READING	51%	84%		21%	52%		7%	22%
4TH MATH	46%	81%		18%	51%		10%	16%

STAAR 2022	APPROACHES	APPROACHES		MEETS	MEETS		MASTERS	MASTERS

Red Bluff increased in areas that are highlighted green and dropped in areas that are highlighted yellow. Spanish Reading and Spanish Math in the area of approaches we dropped. We also dropped in Masters in Spanish Reading.

STAAR Scores

State/District/Campus Comparison

May 2022

	APPROACHES					MEETS					MASTERS				
	STATE	DISTRICT	RBE	DISTRICT RANKING WITH APPROACHES		STATE	DISTRICT	RBE	DISTRICT RANKING		STATE	DISTRICT	RBE	DISTRICT RANKING WITH MASTERS	
3 RD Reading	77	76	89	#1		52	45	59	Tied with 3 schools for #2		31	24	28	#7	
3 rd Math	70	64	86	#2		42	31	53	#3		21	12	27	#2	

	APPROACHES				MEETS				MASTERS			
3 rd Reading Spanish	56	62	60	Tied with 4 schools for #17	25	28	33	#9	14	15	20	#8
3 rd Math Spanish	70	64	67	Tied with 3 schools for #15	42	31	40	#5	21	12	20	#6
4 th Reading	77	75	84	#9	54	47	52	#15	29	21	22	Tied with 3 for #16
4 th Math	69	65	88	#2	42	32	51	#3	23	15	16	Tied with 1 school for #12

When we are compared to State and District, areas highlighted in green means we beat both district and state. Areas highlighted in yellow means we beat State but not District. Areas highlighted in blue means we beat District but not the State. We show dramatic growth in fourth grade in all areas. This was even with an entirely new team.

Red Bluff T.E.A. Accountability Rating Overall Summary

Red Bluff received for 2022 an Accountability Rating of B (87%)

Red Bluff received the following Distinction Designations:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Mathematics
- Top 25 Percent Comparative Closing the Gaps

- Postsecondary Readiness

Student Achievement Strengths

- PIE time, Interventionist, and ESSER Tutoring Time
- Targeting specific needs of students through tutoring and enrichment
- Maintaining high expectations and achievement with increased standards and changing student populations
- Focus on systematic, targeted instruction and tutoring based on various data sources (ex. reading levels, common assessments, mCLASS, MAP, STAAR, etc.)
- Closing the achievement gap between student groups
- Common team planning and PLC time
- District curriculum, time-lines, resources, and common assessments
- Small group instruction and tutoring
- Focusing on student expectations
- Planning with Campus Coaches

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students receiving special education services performed lower than the majority of their peers on district and state assessments. **Root Cause:** Students receiving special education services are usually working and performing at least two grade levels below. Their reading levels are significantly below and even with accommodations and modifications, the test is written at a higher vocabulary level making the ability to pass even more difficult.

Problem Statement 2: Students come from various background experiences and academic needs. **Root Cause:** Some students have large learning gaps due to the pandemic and moving in with extended families during this time.

Problem Statement 3: Need to consider adding additional training modules for staff that are not required but are needed to handle the physical, behavioral, social, emotional, and mental health needs of students today. **Root Cause:** Many students are coming with severe emotional needs and classroom teachers and paraprofessionals who help in the classroom are not equipped to handle the many different needs of the students.

Problem Statement 4: Inexperienced teachers need additional training, support, and mentoring which can take an enormous amount of time for Campus Coaches and Administrators. **Root Cause:** Teachers coming into the profession through ATCP and inexperienced teachers not having enough classroom experiences or understanding all of what goes on into being a teacher.

Problem Statement 5: With the increase in the ESL program, there is a need for an ESL teacher in every grade level. **Root Cause:** Students are coming without a dominant language, therefore they qualify for bilingual but the student doesn't understand the language so parents are opting for placing their student in an ESL program.

Problem Statement 6: There are not any afterschool clubs outside of ACE/CIS for students that are sponsored by teachers. **Root Cause:** Teachers are stretched and finding time to put more on their plate is hard.

School Culture and Climate

School Culture and Climate Summary

Priorities:

- Continue with implementation of Conscious Discipline and Positive Behavior Interventions and Supports (PBIS) strategies
- Conduct staff and parent surveys
- Increase positive school image and branding through social media and other forms of publicity
- Implement Positive Office Referrals
- Bring parents and programs back into the school environment to allow parents to start to have a sense of community within the school family again
- School Safety

School Culture and Climate Strengths

- Student and staff recognition
- Students come first
- Friendly atmosphere
- Family oriented environment
- Conscious Discipline and Character Strong
- Positive Behavior Interventions and Supports
- Well maintained building
- Respectful staff and students
- Student leadership opportunities through Student Council
- CIS/ACE programs
- Video Announcements

- Courtesy committee
- Multicultural events
- End of Year Celebrations
- Safety trainings and drills for entire staff
- Field Trips
- Brighter Bites
- Many programs for parents to participate in with their children both during the day and afterschool and on weekends
- It is a GREAT Day at Red Bluff!

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School safety for students, staff, and parents is a priority. **Root Cause:** School violence increasing and social media influences.

Problem Statement 2: There are not any afterschool clubs outside of ACE/CIS for students that are sponsored by teachers. **Root Cause:** Teachers are stretched and finding time to put more on their plate is hard.

Problem Statement 3: There has been a decrease in parent involvement over the few past years due to the pandemic. **Root Cause:** Parents were not allowed in the buildings or they were afraid to come due to COVID-19. The school year 2021-2022 saw more parents and programs, but we are still not up pre-pandemic involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities

- Have a Highly Qualified Teacher in every classroom
- Have an ESL teacher in every grade level
- Have a fully certified Bilingual teacher in each bilingual classroom
- Have only Highly Qualified Paraprofessionals to work with students
- Create an environment where people want to stay
- Encourage more staff to seek and obtain their G/T and ESL certification
- Have our special education staff be either ESL certified or be Bilingual
- Finding a way to provide more planning time for teachers

Staff Quality, Recruitment, and Retention Strengths

- All Staff are Highly Qualified based on TEA guidelines
- All new teachers are assigned a campus mentor
- Maintain a low turn over rate of employees--for the 2022-2023 school year, we have 3 new classroom teachers and 2 new special education teachers
- Campus administrators genuinely care about the staff and students
- Family Atmosphere
- Common planning time for teachers to work together

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: With the increase in the ESL program, there is a need for an ESL teacher in every grade level. **Root Cause:** Students are coming without a dominant language, therefore they qualify for bilingual but the student doesn't understand the language so parents are opting for placing their student in an ESL program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities:

- Follow district scope and sequence school-wide
- Administer MAP assessments (2nd-4th) ,district assessments and use data from assessments to drive instruction
- Use common assessment to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Instructional coaches collaborate with teachers on curriculum and instruction
- Provide time and resources for PLCs
- Standards based grading and report cards
- Continue to work on vertically alignment across the curriculum

Curriculum, Instruction, and Assessment Strengths

- District curriculum, time-lines, assessments, and resources
- Beginning, middle, and end of the year MAP assessments for 2nd-4th grade
- Beginning and end of year mCLASS assessments for K-2
- Team collaboration and planning
- Grade Level PLCs
- District trainings and professional development
- Campus coaches as instructional content specialist and coaches
- Highly qualified staff
- Easily accessible data to use to guide instruction
- Instructional Technology

- Daily tutoring and enrichment in all grade levels
- Time in the daily schedule for interventions
- Intervention materials are available

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. **Root Cause:** Students come to school with various background knowledge and experiences and needs.

Problem Statement 2: With the increase in the ESL program, there is a need for an ESL teacher in every grade level. **Root Cause:** Students are coming without a dominant language, therefore they qualify for bilingual but the student doesn't understand the language so parents are opting for placing their student in an ESL program.

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities:

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Increase number of business partnerships
- Solicit input from parents on desired trainings
- Brown Bag Program Back for parents to help teachers

Parent and Community Engagement Strengths

- Community Nights and events
- Remind, Skyward, and Automated phone call out system
- Facebook/Twitter/School Website
- Parent Coordinator
- Title 1 Parent Meeting
- Dyslexia Parent Meeting
- Community technology and educational classes
- Beginning of the Year Parent Conference
- Parent, Teacher, Student Compacts
- Volunteers
- Career Day
- Student Programs
- Community publicity
- Parent communication

- Book Blasts
- Carnival
- Fundraisers
- Field Trips
- Grandparents/Someone Special Day
- Parental Involvement activities and programs

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Very few parents participating in school and district needs surveys . **Root Cause:** Technology issues, language issues, and parents not informed fully about why they need to complete the surveys.

Problem Statement 2: There has been a decrease in parent involvement over the few past years due to the pandemic. **Root Cause:** Parents were not allowed in the buildings or they were afraid to come due to COVID-19. The school year 2021-2022 saw more parents and programs, but we are still not up pre-pandemic involvement.

Problem Statement 3: There are not any afterschool clubs outside of ACE/CIS for students that are sponsored by teachers. **Root Cause:** Teachers are stretched and finding time to put more on their plate is hard.

School Context and Organization

School Context and Organization Summary

Priorities:

- Review traffic patterns and arrival and dismissal procedures for safety and efficiency
- Consistent school-wide implementation of Conscious Discipline, Character Strong and CHAMPS
- Provide a secure and safe building
- Conduct various safety drills (shelter in place, tornado, lock down, fire, etc) throughout the year
- Meet monthly with the OLE team to go over concerns regarding safety and school climate in the building
- Implementation of a Security Team Lead to help with Safety Trainings

School Context and Organization Strengths

- Arrival and dismissal procedures
- Cafeteria and school procedures
- Door bells and locks on front exterior doors activated by office staff to permit visitors to check in appropriately
- Interior doors locked and open by office staff for visitors once they have checked into the building properly
- PBIS--Character Strong
- Conscious Discipline
- Various safety drills taught to all students, shown on morning announcements, and practiced throughout the year
- Visitor check in system
- School Coordinated Health Advisory Committee

- Crisis Committee
- Health, Fitness, and Nutrition emphasis
- Secure entrances in which all visitors must go to the office before entering the rest of the building
- MERT team
- OLE team meets to regularly monitor concerns on safety and the school environment

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There are not any afterschool clubs outside of ACE/CIS for students that are sponsored by teachers. **Root Cause:** Teachers are stretched and finding time to put more on their plate is hard.

Technology

Technology Summary

Priorities:

- Provide one to one device for every student
- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, ipads, Chromebooks,etc.
- Increase use of technology when testing students in AWARE for common assessments, CBA's and for STAAR
- Continue MAP testing on line for 2nd, 3rd, and 4th grade
- Implement Mclass on line testing for K - 2

Technology Strengths

- 1:1 devices for all students
- 21st century technology classrooms and library
- Technology teacher
- Technology professional staff development and training

Problem Statements Identifying Technology Needs

Problem Statement 1: Wi-Fi connection is not always reliable. **Root Cause:** In the new building they are still working on getting the technology issues with Wi-Fi working correctly.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 1: For the school year 2022 - 2023, Red Bluff Elementary will work to increase the percentage of students approaching, meeting or masters on STAAR Reading and Math by 6% in third and fourth grade and to increase the mClass composite score for Kindergarten through 2nd grade student progress by 5%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Common and formative assessments, Mock STAAR, extended day tutorials, MAP growth data, and STAAR Reading and Math data, mClass growth

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators and Campus Instructional Coaches will meet with grade level teams and individual teachers to review data, TIER 1 teaching, small group instruction, intervention. and instructional materials. Strategy's Expected Result/Impact: Increased TIER 1 quality instruction along with targeted intervention and quality small group instruction will lead to overall growth and increase all students academic progress Staff Responsible for Monitoring: Campus administrators and Campus Coaches Title I: 2.4, 2.5, 2.6 Funding Sources: BFU - 199 - General Fund - 199, Overtime - 199 - General Fund - 199, Fixed - 199 - General Fund - 199, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211, Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211, Reading and Math Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a master schedule that allows for all teams to have a common planning time, a common PIE time, as well as a schedule that has the grade levels teaching all subjects at the same time to allow for student regrouping as necessary. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Special Education Teachers and classroom teachers of students who are in Special Education will meet every 3 weeks to monitor the academic progress of Special Education and to intervene if progress is not being made. Strategy's Expected Result/Impact: Students who are in Special Education will make continued progress from the beginning of the school year until the end of the 2022 - 2023 school year. Staff Responsible for Monitoring: Administrators, Special Education Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 2: For the 2022 - 2023 school year, Red Bluff Elementary will differentiate learning experiences based on the academic strengths and needs in order to close the achievement gaps of diverse student groups while providing access to grade level content and stretch learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Assessment data, Grades, Walkthroughs, Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - 199	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee, Bilingual Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Bil/ESL - 199 - General Fund - 199, Title III Supplemental Funds - 263 - Title III A - Bilingual Education, Language - 263	Formative		
	Jan	Apr	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Special Education - 199 - General Fund - 199, ESSER - 282 - ESSER III - 282, At Risk - 199 - General Fund - 199, Title 1 Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - 211, Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - 211, Title 1 Supplemental High Impact Tutoring Non Payroll - 211 - Title 1 A - Economically Disadvantaged Study - 211		Formative		
		Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the 2022 - 2023 school year, students will be exposed to various careers and colleges in a format that is engaging for elementary students.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Programs, agendas, and pictures through out the year highlighting the many different ways that students explored various careers and colleges.

Strategy 1 Details	Formative Reviews		
Strategy 1: Highlight different colleges throughout the year through the announcements, college week activities, and bulletin boards in the building. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, Counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career and trade school opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Red Bluff will continue to recruit and hire Certified Bilingual Teachers as well as ESL teachers and train existing teachers to make sure that all students are educated by a highly qualified teacher. Strategy's Expected Result/Impact: All teachers will be Highly Qualified with will ultimately impact all student learning. Staff Responsible for Monitoring: Administrators Title I: 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Red Bluff Elementary will increase parental participation and community involvement by 15%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in student academics and school activities. Staff Responsible for Monitoring: Campus administrator, Parent coordinator, ACE/CIS coordinators Title I: 2.6, 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE/CIS coordinators Title I: 4.1, 4.2 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor, parent coordinator, ACE/CIS coordinators Title I: 4.1, 4.2	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Red Bluff will ensure that all safety measures are in place to ensure that students and staff at safe when at school.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, Discipline Reports, Safety Audits

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including Safe and Civil School, Conscious Discipline, and Character Strong Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff. OLE team Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

State Compensatory

Budget for Red Bluff Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 13

Brief Description of SCE Services and/or Programs

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Personnel for Red Bluff Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aguilera, Adriana	Teacher - Elementary School	1
Carlos, Emily	Paraprofessional - Instructional	1
Emery, Haley	Campus Coach - All Levels	1
Giron, Vanessa	Teacher - Elementary School	1
Gonzalez, Maria	Campus Coach - All Levels	1
Maldonado, Cicela	Teacher - Elementary School	1
Meacham, Leah	Teacher - Elementary School	1
Nance, Mary	Teacher - Elementary School	1
Sanchez, Juana	Teacher - Elementary School	1
Talbot, Precious	Teacher - Elementary School	1
Torres, Beatriz	Teacher - Elementary School	1
Tyler, Sharlene	Paraprofessional - Instructional	1
Zerpa, Alberto	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aleyda Martinez	District Parent Coordinator		0.5
Emily Carlos	Elementary Aides		1
Haley Emery	Peer Facilitator (Campus Coach)		1
Leah Meacham	Dyslexia Teacher Elementary & Middle		1
Maria Gonzalez	Peer Facilitator (Campus Coach)		1
Sharlene Tyler	Elementary Aides		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fixed	199	\$0.00
1	1	1	Overtime	199	\$0.00
1	1	1	BFU	199	\$0.00
1	2	1	GT	199	\$0.00
1	2	2	Bil/ESL	199	\$0.00
1	2	3	Special Education	199	\$0.00
1	2	3	At Risk	199	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,825.00
+/- Difference					\$50,825.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading and Math Instructional Coaches	211	\$0.00
1	1	1	Title 1 Instructional Materials	211	\$0.00
1	1	1	Plan 4 Learning	211	\$0.00
1	2	3	Dyslexia/Intervention Teacher	211	\$0.00
1	2	3	Title 1 Supplemental High Impact Tutoring Non Payroll	211	\$0.00
1	2	3	Title 1 Instructional Para	211	\$0.00
4	1	2	Title 1 Parent Coordinator	211	\$0.00
4	1	2	Title 1 Parent Component	211	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$359,899.18
+/- Difference					\$359,899.18
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Title III Supplemental Funds	263	\$0.00

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,759.29
+/- Difference					\$2,759.29
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$402,968.00
+/- Difference					\$402,968.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,700.00
+/- Difference					\$4,700.00
Grand Total Budgeted					\$821,151.47
Grand Total Spent					\$0.00
+/- Difference					\$821,151.47

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsga?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Richey Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Richey Elementary, a Title I Campus, requiring the commitment of all employees, parents, business and community members, and students, is to guarantee all students will:

*acquire the knowledge

*master the skills and

*maximize the talents

necessary to fulfill their potential as responsible citizens in the ever-changing world of the 21st century.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.

-

We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Needs Assessment was conducted by all stakeholders at the Faculty Meeting on September 7, 2023.

Demographics

Demographics Summary

Richey Elementary serves students from Pre-K through fourth grade. For the 2023-2024 school year, our current student population is 490 students. The demographic breakdown of our student body is shown in the tables below.

Ethnicity		% of Students
Hispanic		94.5%
White (Non-Hispanic)		3.5%
Black		1.8%
Asian		0%
Two or More Races		0.2%
Other Demographic Information		
Male	51.5%	
Female	48.5%	
At-Risk	81.9%	
Bilingual Education	61.2%	
LEP	63.9%	
GT	8.6%	
Special Education	14.8%	
Free & Reduced	97.8%	
Migrant	0%	
Mobility	24.5%	

Demographics Strengths

Our GT student identification increased from 3.7% to 8.7% placing our campus above the recommended 5%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Student Achievement

Student Achievement Summary

Mathematics					
	ALL	SPED	EB	SPED +/-	EB +/-
Grade 3					
Did Not Meet	29%	60%	40%	-31%	-11%
Approaches	71%	40%	60%	-31%	-11%
Meets	46%	20%	40%	-26%	-6%
Masters	21%	0%	20%	-21%	-1%
Grade 4					
Did Not Meet	39%	85%	41%	-46%	-2%
Approaches	61%	15%	59%	-46%	-2%
Meets	30%	8%	28%	-22%	-2%
Masters	9%	0%	11%	-9%	+2%

Spanish Mathematics					
	ALL	SPED	EB	SPED +/-	EB +/-
Grade 3					
Did Not Meet	33%	100%	33%	-67%	0
Approaches	67%	0%	67%	-67%	0
Meets	21%	0%	21%	-21%	0
Masters	4%	0%	4%	-4%	0
Grade 4					
Did Not Meet	80%	*	80%	0	0
Approaches	20%	*	20%	0	0
Meets	0%	*	0%	0	0
Masters	0%	*	0%	0	0

Reading					
	ALL	SPED	EB	SPED+/-	EB +/-
Grade 3					
Did Not Meet	21%	40%	20%	+19%	-1%

Reading					
Approaches	79%	60%	80%	-19%	+1%
Meets	50%	40%	40%	-10%	-10%
Masters	21%	0%	0%	-21%	-21%
Grade 4					
Did Not Meet	39%	69%	44%	+30%	+5%
Approaches	61%	31%	56%	-30%	-5%
Meets	28%	8%	24%	-20%	-4%
Masters	8%	0%	7%	-8%	-1%

Spanish Reading					
	ALL	SPED	EB	SPED+/-	EB +/-
Grade 3					
Did Not Meet	31%	100%	31%	69%	0
Approaches	69%	0%	69%	69%	0
Meets	29%	0%	29%	29%	0
Masters	17%	0%	17%	17%	0

Spanish Reading					
Grade 4					
Did Not Meet	57%	*	57%		0
Approaches	43%	*	43%		0
Meets	43%	*	43%		0
Masters	14%	*	14%		0

English mClass Composite Score			
% At or Above Benchmark 2022-2023			
	DISTRICT	RICHEY	+/-
Grade K			
BOY	43	60	+17
MOY	40	85	+45
EOY	53	90	+37
Grade 1			
BOY	40	40	0
MOY	37	40	+3
EOY	54	54	0
Grade 2			
BOY	46	50	+4
MOY	42	34	-8
EOY	50	36	-14

Lectura mClass Composite Score			
% At or Above Benchmark 2022-2023			
	DISTRICT	RICHEY	+/-
Grade K			
BOY	79	68	-11
MOY	77	66	-11
EOY	82	65	-17
Grade 1			
BOY	67	68	+1
MOY	71	66	-5
EOY	73	66	-7
Grade 2			
BOY	82	82	0
MOY	81	79	-2
EOY	83	78	-5

Pre-K Produce Letter Sounds			
% On or Above Benchmark			
	2021-2022	2022-2023	+/-
English			
2NW	85	46	-39
3NW	100	71	-29
4NW	88	76	-12
Spanish			
2NW	43	41	-2
3NW	61	59	-2
4NW	70	68	-2

Student Achievement Strengths

Our Preliminary results showed positive increase in state accountability under D1: Student Achievement going from a 59 in 2022 to a 65 this year and D2B: Relative Performance increasing from a 66 in 2022 to 74. We are currently awaiting Domain 3 scores to determine our overall rating under the state accountability system.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): mCLASS Data indicates a decrease in growth from BOY to EOY in specific grade levels. **Root Cause:** Consistent, explicit instruction with repetition and targeted planned small group instruction.

Problem Statement 2 (Prioritized): Math STAAR data shows the percentage of all students in 3rd/4th grade are below the district in particular subjects/grade levels in the area of Meets. **Root Cause:** Need for EB strategies to differentiate for emergent bilingual students and rigorous TIER 1 instruction with targeted TIER 2 support.

Problem Statement 3 (Prioritized): Reading STAAR data shows the percentage of all students in 3rd/4th grade are below the district in particular subjects/grade levels in the area of Meets. **Root Cause:** Need for EB strategies to differentiate for emergent bilingual students and rigorous TIER 1 instruction with targeted TIER 2 support.

School Culture and Climate

School Culture and Climate Summary

Teacher feedback for the 2023-2024 school year provided beneficial information which shaped future policies, procedures, events, and changes for this school year.

School Culture and Climate Strengths

Richey Elementary's culture embraces a focus on learning, collaboration, and results.

Commitment to professional and student growth is evident.

Richey Elementary promotes student leadership and citizenship through Student Council membership.

Our learning climate is solid!

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All novice teachers and teachers new to the school are members of the New Teacher Academy. We provide our new teachers with the training/information they need to be successful on our campus.

Richey will take advantage of District New Teacher Trainings (RISE) this school year.

Coaching along with T-TESS feedback from administration including goal setting will be implemented to promote retention of highly qualified experienced teachers.

Staff Quality, Recruitment, and Retention Strengths

Richey Elementary is one of the 8 schools in the district to implement the Teacher Incentive Allotment program in 2023-2024.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the 2023-2024 school year teachers will continue to receive campus specific PD and participate in the Texas Reading Academy with a focus on the implementation of small group instruction. Richey Elementary teachers will administer the BAS assessment to determine student's instructional reading levels. Running records along with other assessments will be administered and analyzed in order to adjust instruction based on student's reading levels.

Richey Elementary implements the PLC process in order to focus on learning through collaboration, embedded PD, collective inquiry and data analysis. Teachers will develop and administer exit tickets and common assessments in order to monitor student performance. Common Formative Assessments, mCLASS, MAP Growth Reports, CBA data, etc. is collected, reviewed and analyzed during weekly PLC meetings. Targeted instructional plans will be developed after every assessment to differentiate instruction per SE/skills. Grade levels will continue to meet weekly with campus coaches to plan for daily instruction. In addition, grade levels will be provided planning time (math, LAR) for the 1st, 2nd & 3rd nine weeks in order to map instruction, collaborate, share, and plan for aligned instruction/assessment.

Curriculum, Instruction, and Assessment Strengths

The PLC process/cycle will help us reach our goals. We are focusing on developing and administering frequent common assessments, monitoring student performance, fostering collaborative team planning, implementing instruction utilizing effective instructional strategies, conducting data analysis, and planning for intervention and enrichment.

Teachers will engage in horizontal/vertical alignment meetings to discuss effective instructional strategies and essential standards.

Richey's Targeted Improvement Plan Action Steps include teacher self-reflection, unwrapping essential standards, and creating exemplars.

Parent and Community Engagement

Parent and Community Engagement Summary

Based on the results obtained from the district parent surveys, parents had an overall agreement with the following statements: They feel welcomed at our school, teachers & staff members care about their child and want them to succeed, and that their child feels safe at school. Parents also indicated that they enjoyed attending family events and they were interested in attending workshops on monitoring their child's progress and grades, Bully Prevention, and Fitness & Health.

At Richey Elementary, we involve our parents in many ways. Parents are invited every year to volunteer. We always have a great turnout for family events such as: curriculum night, art night, music performances, grandparent's day, trunk or treat, etc.

Our parents serve as active stakeholders by their participation via the LPAC Committee, SBDM Committee, Report Card Conferences, Family Nights, etc.

Richey has a high parent participation in Raising Highly Capable Kids and Technology trainings.

Richey hosts Career Day and College Week to help promote Post-Secondary Planning and Career Readiness and Exploration.

Richey parents with children 0-3 years age and pregnancy qualify to participate in the Avance program. Avance helps strengthen families in at-risk communities through effective parent education and support programs. AVANCE fosters parenting knowledge and skills that directly impact children's development, while also empowering parents to achieve their own educational and professional goals.

Parent and Community Engagement Strengths

Richey Elementary has a Parent Coordinator on campus three days out of the week. Primary Purpose: Provide opportunities for parents to become more actively engaged in supporting district and campus parent programs. Help parents become aware of the value of engagement in their child's education. Encourage parents to participate in student and parent activities at home and school. Maintain a high level of parent participation by providing activities and workshops to meet the needs of the parents and community. Facilitate opportunities for parent input in the planning, operation, and evaluation of the Title I program.

Richey Elementary possesses strong business partnerships with Lyondell-Basell, McDonald's, ABC Dental, and Mi Tienda.

The students and families of Richey Elementary are able to participate in a Pen-Pal program and Thanksgiving food drive due to Lyondell's generous support.

Mc Donald's contributes incentives, materials & supplies to support our campus.

School Context and Organization

School Context and Organization Summary

In 2023-2024 Richey Elementary created the master schedule to support our campus needs. The master schedule includes a common planning time for each grade level, art, technology, music, and P.E. daily. A common planning day allows teachers, CCs, and administrators to plan and collaborate in order to improve student performance. The current master schedule maximizes instruction. In addition, paraprofessionals are assigned to specific grade levels in order to promote consistency with student needs such as; tutoring and enrichment assistance.

Richey Elementary has embedded opportunity for PLC time and real time intervention in the master schedule. Kinder- fourth grade teachers enrich and/or intervene on students during Eagle Time on a weekly basis. In addition, PreK-4th grade teachers participate in weekly PLC meetings while their students receive sustained reading time.

School Context and Organization Strengths

Professional learning communities allow us to collaboratively team plan, engage in PD, and analyze/discuss assessment data to determine students that need tutoring, enrichment and more extensive interventions.

We practice departmentalization in the upper grades to focus on core subjects and meet the needs of all students.

Richey Elementary has a Reading/Math intervention teacher.

Richey Elementary practices "Looping" when appropriate.

Technology

Technology Summary

At Richey Elementary, all students are provided 1:1 devices. Every classroom teacher has a Promethean board, a ceiling mounted projection device, and a document camera in their rooms. Efforts to purchase technology and software programs for teachers at each grade level/dept. will continue.

Differentiated technology training based on campus need will be provided for teachers and administrators by the technology liaison.

Technology Strengths

The Campus Support Technician assigned to our campus is responsible for providing all 1:1 support.

Priority Problem Statements

Problem Statement 1: mCLASS Data indicates a decrease in growth from BOY to EOY in specific grade levels.

Root Cause 1: Consistent, explicit instruction with repetition and targeted planned small group instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Math STAAR data shows the percentage of all students in 3rd/4th grade are below the district in particular subjects/grade levels in the area of Meets.

Root Cause 2: Need for EB strategies to differentiate for emergent bilingual students and rigorous TIER 1 instruction with targeted TIER 2 support.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Reading STAAR data shows the percentage of all students in 3rd/4th grade are below the district in particular subjects/grade levels in the area of Meets.

Root Cause 3: Need for EB strategies to differentiate for emergent bilingual students and rigorous TIER 1 instruction with targeted TIER 2 support.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: mCLASS composite scores, PK literacy data and math data will increase by 5% or more every assessment period.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, mClass, CIRCLE assessment, Dreambox, and AWARE reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide planning days for teachers to unwrap essential standards for 2nd & 3rd 9 weeks with support. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$14,248.22, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$40,664, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$176,928.03, Title I Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$84,046.50	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of math and reading language arts teachers will utilize the systematic and explicit checklist to reflect on teaching practices and adjust instruction accordingly. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of teachers will demonstrate proficiency with using exemplars to anticipate and plan for misconceptions in planning instruction for essential standards in mathematics and reading. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Substitutes for teachers SD - \$5,000	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: We will increase the average of meets performance level for grades 3-4 Reading/Math STAAR by 5% or more for all students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of math and reading language arts teachers will develop and administer a minimum of one weekly assessment, in the form of an exit ticket or observational checklist to be used for reflective/responsive teaching practices. Strategy's Expected Result/Impact: In order to reduce the number of students who need Eagle time, 100% of classroom teachers will respond daily during TIER 1 instruction time to formative assessments that are aligned to the rigor of the TEKS. Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 - General Fund - G/T - \$1,739	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of teachers teams will demonstrate proficiency with unwrapping essential standards and calibrating exemplars in weekly planning. Strategy's Expected Result/Impact: In order to reduce the number of students who need Eagle time, 100% of classroom teachers will respond daily during TIER 1 instruction time to formative assessments that are aligned to the rigor of the TEKS. Staff Responsible for Monitoring: Campus administrators, instructional coaches, and teachers ESF Levers: Lever 5: Effective Instruction Funding Sources: Materials - 263 - Title III A - Bilingual Education, Language - Bil/ESL - \$4,437.05, - 199 - General Fund - BIL/ESL - \$4,593	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Engage in focused monitoring of the academic progress of our Hispanic, Emergent Bilingual, and Economically Disadvantaged subgroup on formative assessments and respond with targeted instruction/supports to ensure we meet their academic needs. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - At Risk - \$3,000, - 199 - General Fund - Special Ed. - \$1,304, - Extended Day/Tutorial - Extended Day - \$4,600, FTE, intervention resources, instructional resources and supplies - State Compensatory Funds - \$409,647, Title I Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$59,904.45	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement after school ACE Program during the school year and summer to provide academic support, enrichment activities, college and career readiness activities, and family engagement. Strategy's Expected Result/Impact: Student participation and increased academic success as demonstrated by improved grades, attendance, attitude, etc. Staff Responsible for Monitoring: Campus ACE Coordinator, Campus Administrators, District Grant Coordinator Title I: 2.4, 2.5, 2.6, 4.2	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to recruit bilingual certified staff for General Education and Special Education positions by attending the Pasadena ISD job fair and other available job fairs. Strategy's Expected Result/Impact: Increase recruiting activities that target linguistically and culturally diverse teachers who are prepared to serve the needs of the district's emergent bilingual (EB) students/English learners (ELs). Staff Responsible for Monitoring: Campus Administrator	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote parent awareness in order to accurately track and monitor student academic progress and enrich student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Funding Sources: Title I Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - \$28,811.31	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Engage families and increase involvement in health and wellness student learning. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,396.74, Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$24,211.19	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Recruit and increase participation in volunteer service projects. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, guidance center and/or DAEP. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Richey Elementary

Total SCE Funds: \$495,106.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

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Personnel for Richey Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Diaz, Abel	Campus Coach - All Levels	1
Flores, Evelyn	Teacher - Elementary School	1
Garza, Alma	Teacher - Elementary School	1
Grande, Delia	Teacher - Elementary School	1
Hernandez, Melissa	Paraprofessional - Instructional	1
Hernandez, Veronica	Teacher - Elementary School	1
Martinez, Erica	Teacher - Elementary School	1
Martinez, Rolando	Teacher - Elementary School	1
Martinez, Socorro	Paraprofessional - Instructional	1
Salinas, Samaria	Coordinator - ACE	1
Sepulveda, Mirvald	Teacher - Elementary School	1
Valdez, Yasahira	Campus Coach - All Levels	1
Villarreal, Amy	Paraprofessional - Clerical (CO2	1
Zamora Bejar, Gabriela	Teacher - Elementary School	1

Title I

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

All stakeholders may request hard copies of the CIP from the front office. Staff members are available to provide a translation of the CIP to parents.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for Common Formative Assessments, CBAs, Interim, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. Eagle Time is conducted Monday - Thursday for 40 minutes a day for grade K-4 to support students academic needs. The CIP also includes many strategies to

help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Richey are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state standards.

4.1: Develop and distribute Parent and Family Engagement Policy

A Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. They support parents with technology training and parenting information.

Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers.

4.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Richey. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abel Diaz	Peer Facilitator (Campus Coach)		1
Amy Villarreal	Clerical Aides - Elementary School		1
Delia Grande	Elementary Teacher		1
Melissa Hernandez	Elementary Aides		1
Socorro Martinez	Elementary Aides		1
Yasahira Valdez	Peer Facilitator (Campus Coach)		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$40,664.00
1	2	1		G/T	\$1,739.00
1	2	2		BIL/ESL	\$4,593.00
1	2	3		Special Ed.	\$1,304.00
1	2	3		At Risk	\$3,000.00
Sub-Total					\$51,300.00
Budgeted Fund Source Amount					\$51,300.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title 1 Instructional Materials	\$14,248.22
1	1	1		Plan4Learning	\$550.00
1	1	1	Instructional Coaches		\$176,928.03
1	1	1	Title I Teachers		\$84,046.50
1	1	3		Substitutes for teachers SD	\$5,000.00
1	2	3	Title I Instructional Aides		\$59,904.45
4	1	1	Title I Office Clerk		\$28,811.31
4	1	2	Title I Parent Coordinator		\$24,211.19
4	1	2		Title 1 Parent Component	\$3,396.74
Sub-Total					\$397,096.44
Budgeted Fund Source Amount					\$397,096.44
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Materials	Bil/ESL	\$4,437.05
Sub-Total					\$4,437.05

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$4,437.05
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	FTE, intervention resources, instructional resources and supplies		\$409,647.00
Sub-Total					\$409,647.00
Budgeted Fund Source Amount					\$409,647.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		Extended Day	\$4,600.00
Sub-Total					\$4,600.00
Budgeted Fund Source Amount					\$4,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$867,080.49
Grand Total Spent					\$867,080.49
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsga?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
South Belt Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Analyze data from various sources to monitor each student groups progress

- Utilize common assessments to determine individual student needs
- Provide tutoring and enrichment in a timely manner
- Identify, monitor and provide support for at-risk students.

South Belt Elementary is a Title I school serving students from Pre-K to 4th grades with a current enrollment of 681 students. As a part of our campus, South Belt has two district-wide Special Education classrooms serving students with Autism, as well as the district wide elementary RDSPD program for both Pasadena ISD and Deer Park ISD, serving all elementary and preschool age students who are deaf and hard of hearing.

Ethnicity Breakdown:

Asian - 16.84%

Black - 16.11%

Hispanic - 56.17%

Two or More - 1.45%

White - 9.43%

Male - 55.15%

Female - 44.85%

Free/Reduced Lunch - 44.3% - 301

Special Programs:

At Risk - 26.7% :181

LEP- 15.9% : 108

GT - 8.5% : 58

Sped - 15.2% : 103

504 - 4.0% : 27

Dyslexia - 2.7% : 18

Demographics Strengths

- Strong Intervention process to identify students for Speech and Special Education testing
- GT Assessment/Testing/Identification process
- ESL Pull out classes for all ELL students
- Identification and monitoring of special populations (ELL, SPED, ED, GT)
- Grade level cluster classrooms for identified GT students
- Instructional Coaches and Instructional Aides to provide intervention to students in need
- Homeless Case Manager
- Monitor and provide interventions for all student subgroups
- Parent meeting to discuss the Title I program
- 504/Dyslexia - monitor and provide support for students
- Tutoring/Enrichment (STEER Time)
- Parent Communication on Remind and social media
- High Attendance Rate
- Extended Day

Problem Statements Identifying Demographics Needs

Problem Statement 1: high mobility rates adversely affects students' academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Student Achievement

Student Achievement Summary

STAAR Scores
Campus/District/State Comparison
September 2023
Percent at Approaching (*which TEA considers passing*)

Grade/ Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	64	88	88	=	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Math	62	83	89	+6	48%	64%	68%	+4	61%	70%	73%	+3
4 th Grade Reading	71	88	84	-4	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	75	81	78	-3	46%	65%	69%	+4	58%	69%	70%	+1

STAAR Scores
Campus/District/State Comparison
September 2023

Percent at Meets

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	35	60	59	-1	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Math	24	60	63	+3	15%	31%	31%	=	30%	42%	44%	+2
4 th Grade Reading	40	65	49	-16	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	40	46	51	+5	18%	32%	41%	+9	35%	42%	47%	+5

Priorities:

- Increase daily math problem solving in all grade levels
- Provide tutoring and enrichment in a timely manner
- Increase reading contest participation to build up student fluency and comprehension skills.
- Implement PLC's at all grade levels to monitor student progress
- Common assessments in reading and math (1st - 4th)
- Small group reading instruction to target students reading below grade level
- Data analysis of common assessments

Student Achievement Strengths

- District Curriculum, timeline, Resources and Assessment
- Common Planning Time
- Small Group Instruction for Reading and Math
- Targeted specific needs of students through tutoring
- Maintaining high expectations
- Strong Intervention Process
- Focus and spiraling of SEs
- Increased accountability for lower grades with common assessments

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Learning gaps still are issues following the pandemic. **Root Cause:** Many students are still recovering due to absences during the 19-20 and 20-21 school year. In addition, families are still be affected with covid currently in their family units.

School Culture and Climate

School Culture and Climate Summary

- Continued implementation of Conscious Discipline strategies
- Conduct staff, parent and student surveys
- Increased positive school image through branding with social media and local newspaper

School Culture and Climate Strengths

- Student and staff recognition
- Decisions made putting students first
- Friendly atmosphere
- Student/Employee safety
- Family environment
- Conscious Discipline
- Recorded daily announcements with more students on-screen
- Positive learning environment
- Clean and well maintained school building and grounds
- Evening Date Nights for parents as available during Covid 19
- Safety patrol as available during Covid 19
- Meet the Teacher Night prior to the first day of school
- Telephone call outs
- Emphasis on positive behavior
- Constant updating of campus activities and announcements with campus facebook page and website.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Continued need to provide school safety training in mental health awareness with a parent and community component. **Root Cause:** Society has seen an increase in school and neighborhood violence, bringing additional stress to stakeholders.

Problem Statement 2: Lack of attendance at evening parent trainings, with the exception of student programs. **Root Cause:** Families continue to be stressed out due to society and continued issues with Covid, as well as having their students engaged in many outside activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Provide support through staff development and mentoring
- Highly qualified teacher in every classroom
- Highly qualified paraprofessionals
- Create a positive and caring atmosphere to retain staff members
- Encourage all certified teachers to work towards ESL and G/T certification
- Encourage all staff members to attend graduate school and obtain additional certification

Staff Quality, Recruitment, and Retention Strengths

- Mentors provided for all first year teachers
- Instructional coaches for both reading and math
- Focused staff development
- Highly qualified staff
- Common planning time
- Low turn over rate for employees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Continued lack of quality (or any) substitutes, both for certified and paraprofessionals. **Root Cause:** Covid 19 continues to affect those willing to work outside the home in public school, as well as a possible higher pay in surrounding districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow district scope and sequence
- Administer district assessments and use data from assessments to drive instruction
- Use common assessments to monitor student progress
- Use various sources of data to develop tutorials and enrichment groups
- Utilize standards based grading and report cards
- Utilize instructional coaches to help support teachers
- Provide time and resources needed for PLC
- Provide campus time for new teachers to complete Texas Reading Academy

Curriculum, Instruction, and Assessment Strengths

- Balanced Literacy Program
- Resources, Time lines and Standards Clarification statements in Eduphoria
- manipulatives
- Abundance of math resources
- Grade level PLC meetings
- District and campus common assessments
- Instructional coaches for Reading and Math
- Highly qualified staff
- Easily accessible data to guide instruction in AWARE
- Daily tutorials and enrichment in all grade levels (STEER Time)
- Reading A-Z
- Dreambox
- Backwards design utilized during planning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Adequate time to ensure mastery of all TEKS by students. **Root Cause:** Although the gap has closed, there is still a substantial amount of remediation still needed to pull all students up to grade level.

Parent and Community Engagement

Parent and Community Engagement Summary

- Training for staff and volunteers to develop successful partnerships
- Increased opportunities for parental and community involvement
- Increased number of business partnerships

Parent and Community Engagement Strengths

- Parent Coordinator
- Career Day
- Boy and Girl Scouts
- Parent conferences by zoom or in person
- Phone call out system
- Facebook Page
- Updated web site
- Meet the Teacher Night
- Grade level music programs
- Monthly calendars to parents
- Social Media - FB and website
- Phone call out system
- Remind
- Open House
- Grandparent Luncheon

School Context and Organization

School Context and Organization Summary

- Consistent schoolwide implementation of Conscious Discipline procedures
- PLC time for each grade level
- Secure, friendly and safe environment

School Context and Organization Strengths

- Grade level common planning time
- SBDM
- Student helpers (Safety Patrol, Library Helpers, Flags, etc.)
- Organized and safe dismissal and arrival procedures
- Master schedule
- Good Choices Week
- Weekly Staff Calendars
- Team building activities
- Campus instructional coaches
- Televised morning announcements
- Supervision in hallways during arrival and dismissal and in the cafeteria during lunch
- Emphasis on health, fitness and nutrition
- Crisis Team
- Student Council
- Raptor system for visitor check in as allowed due to Covid 19
- Universal breakfast and lunch

Technology

Technology Summary

- Increased use of digital resources to include eBooks, eReaders, ipads, etc.
- Embedded technology into instruction to increase student use and productivity
- Professional development for instructional resources

Technology Strengths

- All students assigned personal computers
- Promethean boards/document cameras in all classrooms
- 3 rolling cart computer labs
- Morning announcements over promethean boards
- Flipcharts embedded in lesson plans in Eduphoria
- School/classroom websites
- Updated speakers for the promethean board
- 24 Kindle Fires for student use
- 21st Century classroom

Problem Statements Identifying Technology Needs

Problem Statement 1: Difficulty in replacing some technology, including the Broadcast Studio. **Root Cause:** Limited campus funds impede the replacement of some needed materials.

Priority Problem Statements

Goals

Goal 1: CURRICULUM AND INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: South Belt will increase the percentage of all students meeting or exceeding grade level expectations on 3-4 Reading/Math STAAR by 10% of the previous year.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: Grades 3 and 4 STAAR Results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a master schedule that will provide common planning and PLC time for all grade levels. Strategy's Expected Result/Impact: Specific targeted instruction will be given to students based on their individual needs. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze various student performance data and adjust instructional strategies, student RTI groupings and instructional materials. Strategy's Expected Result/Impact: Students will be provided with specific targeted instruction based on the individual needs. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - PF Salary - \$85,492.55, - 199 - General Fund - G/T Funding - \$2,426, - 199 - General Fund - Special Ed - \$2,163, - 199 - General Fund - At Risk - \$2,664, - 199 - General Fund - BFU - \$53,576, - 199 - General Fund - Fixed - \$1,752, - 199 - General Fund - Overtime - \$1,448, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Aide Salary - \$28,949.26, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Funds - \$16,812.61, - 211 - Title 1 A - Economically Disadvantaged Study - Plan 4 Learning - \$550, - State Compensatory Funds - \$804, - Extended Day/Tutorial - \$5,100		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Intervention meetings will be held every 6 weeks to support struggling students in the areas of academic, social and emotional needs. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Campus teachers, coaches and administrators Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$22,000		Formative		
		Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: CURRICULUM AND INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: South Belt will increase the percentage of all students scoring benchmark or above on mClass by 10% of the previous year.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: K-2 student progress on middle and end of the year mClass.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a master schedule that will provide common planning and PLC time for all grade levels. Strategy's Expected Result/Impact: Specific targeted instruction will be given to students based on their individual needs. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze various student performance data and adjust instructional strategies, student RTI groupings and instructional materials. Strategy's Expected Result/Impact: Students will be provided with specific targeted instruction based on the individual needs. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$22,000	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Intervention meetings will be held every 6 weeks to support struggling students in the areas of academic, social and emotional needs. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Campus teachers, coaches and administrators Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$21,995.88	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM AND INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Compared to the 2022-2023 TELPAS data, the percentage on the TELPAS Yearly Progress Composite Proficiency Level Rating for all LEP students will increase by 10%.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: TELPAS scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze TELPAS results, review the language acquisition rubrics, and adjust instructional strategies and instructional materials as needed to accelerate English language acquisition. Strategy's Expected Result/Impact: Emergent bilingual students will progress by at least one proficiency level on the TELPAS composite score. Staff Responsible for Monitoring: Classroom teachers, administrators, ESL teacher Title I: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$857.89, - 199 - General Fund - Bil/ESL - \$1,020, - 211 - Title I A - Economically Disadvantaged Study - \$20,000	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 1: CURRICULUM AND INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: The student daily tardy rate will decrease by 5% at South Belt Elementary.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Campus attendance reports





Strategy 1 Details	Formative Reviews		
Strategy 1: Students will receive 3 week incentives for no tardies. Strategy's Expected Result/Impact: Student attendance will improve Staff Responsible for Monitoring: Attendance Clerk, administrators, teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$3,237	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CARFEER AND MILITARY READY - We will promote college, career and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: More teachers with additional certifications Staff Responsible for Monitoring: Administrator Title I: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$279.10	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will continue to demonstrate support for teachers seeking clarification on ELD strategies by utilizing the ESL teacher as consult. Strategy's Expected Result/Impact: In the spring, teachers will attend the ESL institute provided by the district If further clarification or assistance is needed teachers will attend CBLI (Content Based Learning Instruction) training when it is offered by the district. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY AND COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnership by 15%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Sign in sheets and surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide at least one opportunity and activity monthly for parents to work with school personnel for student success. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Parent coordinator, administrator Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Parent Coordinator - \$22,890.85, - 211 - Title 1 A - Economically Disadvantaged Study - Parent Component Funds - \$2,649.28	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure effective two way communication methods for the family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Administrator, parent coordinator. Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Collaborate with parents and school personnel to review the campus parent-school compact in order to ensure 100% participation Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Administrators, parent coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: SAFE SCHOOLS AND SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 1: A PBIS committee will be formed and attend district meetings to establish campus expectations and provide guidance and training for staff members and students.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Announcements, South Belt weekly, PBIS campus meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: All campus teachers and paraprofessionals will attend trainings such as Conscious Discipline, PBIS committee updates, and any other trainings offered in relation to discipline. Strategy's Expected Result/Impact: Fewer office referrals, stronger relationships between students and staff members. Staff Responsible for Monitoring: Administrators and PBIS team Title I: 4.1, 4.2 Funding Sources: - State Compensatory Funds - \$7,821	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Students will only be restrained as a last resort. Documentation will include strategies provided before restraint occurred. Through pro-active strategies, a decrease in restraints will occur on our campus. Staff Responsible for Monitoring: Administrators, CBE's and case managers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension and the guidance center. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

State Compensatory

Budget for South Belt Elementary

Total SCE Funds: \$804.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

SCE funding is used for intervention resources, instructional materials and supplies.

Personnel for South Belt Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anderson, Jacquelyn	Teacher - Elementary School	1
Felts, Melissa	Campus Coach - All Levels	1
Gonzalez, Lauren	Teacher - Elementary School	1
Hughes, Lauren	Paraprofessional - Instructional	1
Monreal, Francelli	Teacher - Elementary School	1
Thomas, Praisie	Campus Coach - All Levels	1
Watson, Mackenzie	Teacher - Elementary School	1

Title I

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. Steer time is conducted Monday - Thursday for 30-35 minutes a day Monday-Thursday for grade K-4 to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at South Belt are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state standards.

3.1: Annually evaluate the schoolwide plan

The CIP is reviewed quarterly to assess progress and modified as needed. Further review is done during the summer and beginning of school to determine relevance to items in the plan as well as needed revisions, correction, or deletions.

4.1: Develop and distribute Parent and Family Engagement Policy

Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. She provides teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond.

Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers.

4.2: Offer flexible number of parent involvement meetings

numerous parent trainings and meetings are provided throughout the school year at South Belt. A Parent Survey is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lauren Hughes	Elementary Aides		1
Maria Murillo	District Parent Coordinator		0.5
Melissa Felts	Peer Facilitator (Campus Coach)		1
Praisie Thomas	Peer Facilitator (Campus Coach)		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		At Risk	\$2,664.00
1	1	2		Fixed	\$1,752.00
1	1	2		Special Ed	\$2,163.00
1	1	2		G/T Funding	\$2,426.00
1	1	2		Overtime	\$1,448.00
1	1	2		BFU	\$53,576.00
1	3	1		Bi/ESL	\$1,020.00
1	4	1			\$3,237.00
Sub-Total					\$68,286.00
Budgeted Fund Source Amount					\$68,286.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		Instructional Aide Salary	\$28,949.26
1	1	2		Title 1 Instructional Funds	\$16,812.61
1	1	2		Plan 4 Learning	\$550.00
1	1	2		PF Salary	\$85,492.55
1	1	3			\$22,000.00
1	2	2			\$22,000.00
1	2	3			\$21,995.88
1	3	1			\$20,000.00
4	1	1		Parent Coordinator	\$22,890.85
4	1	1		Parent Component Funds	\$2,649.28
Sub-Total					\$243,340.43
Budgeted Fund Source Amount					\$243,340.43
+/- Difference					\$0.00

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$857.89
3	1	1			\$279.10
Sub-Total					\$1,136.99
Budgeted Fund Source Amount					\$1,136.99
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$804.00
5	1	1			\$7,821.00
Sub-Total					\$8,625.00
Budgeted Fund Source Amount					\$8,625.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,100.00
Sub-Total					\$5,100.00
Budgeted Fund Source Amount					\$5,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$326,488.42
Grand Total Spent					\$326,488.42
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
South Houston Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and South Houston Elementary, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Based on our STAAR data, there were significant improvements in all subjects/tests. However, our math-English scores do not follow a similar amount of growth. Two of our CIP goals this year address the growth in instruction in math so that we can make gains in students' results.

Demographics

Demographics Summary

South Houston Elementary is a Title 1 school. Our current enrollment is 432 students. Our demographics are as follows: 7.6% of students are identified as Gifted and Talented, 76.6% at Risk, .9% 504, 3.5% Dyslexia, and 78.2% free and reduced meals. In addition, 57.2% are Limited English Proficient with 51.6% being served in a bilingual setting. Also, 15.0% receive Special Education services.

Current Enrollment Summary By Gender		
Gender	Students	Percentage
Female	219	50.7%
Male	213	49.3.%
Total	432	100.00%
Current Enrollment Summary By Ethnicity		
Ethnicity	Students	Percentage
Hispanic/Latino	408	94.4%
White	10	2.30%
Black or African-American	10	2.3%
Asian	1	.2%
Two or More Races	3	0.7%
American Indian or Alaska Native	0	0%
Total	432	100.00%
Current Enrollment Summary By Meal Status		
Meal Status	Students	Percentage
Free		%
None	25	6%
Reduced		6%
Total	432	100.00%

Demographics Strengths

Strengths and Priorities:

- We will continue to analyze data from various sources to monitor student progress.
- We will continue to develop and utilize common formative and summative assessments to determine student needs and progress.
- We will continue to provide tutoring, intervention and enrichment in a timely manner to all students as needed.
- We will provide real-time intervention through "Planned Intervention and Enrichment" (P.I.E.) for 1st - 4th grade and real-time tutoring (push-in support) for K-4th.
- Fully funded after-school program serving 100 students. ABL program is being used to reinforce reading and math skills to help close gaps.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely affect a student's academic growth. **Root Cause:** Families move often due to changing family dynamics and job changes.

Student Achievement

Student Achievement Summary

STAAR Scores

Campus/District/State Comparison

May 2022 - May 2023

Percent at Approaching & Meets

		Campus Approaches	District Approaches		State Approaches		Campus Meets		District Meets		State Meets	
Grade/Subject	22 – 23 Approaches	21 – 22 Approaches	22-23 Approaches	21-22 Approaches	22-23	21-22	22-23 Meets	21-22 Meets	22-23 Meets	21-22 Meets	22-23	21-22
3 rd Reading	91 +34	57	76	76	77+2	75	41+12	29	46+1	45	51+1	50
3 rd Reading Sp	80 +16	64	68+6	62	77+21	56	29-1	30	34+6	28	51+26	25
3 rd Math	53 +7	46	68 +4	64	73 +3	70	16 +5	11	36 +5	31	44 +3	41
3 rd Math Sp	89 +28	61	72 +3	69	73 +3	70	43 +31	12	33 +2	31	44 +2	42
4 th Reading	69 -6	75	74 -1	75	78 +2	76	33 -9	42	38 -9	47	47 - 5	52
4 th Math	59 +3	56	69 +4	65	70 +2	68	27 +3	24	41 +9	32	47 +6	41

STAAR Scores

Campus/District/State Comparison

Student Achievement Strengths

Growth is a strength:

- * 3rd & 4th grade PIE time addresses reading essential skills missed in common assessments. The students are broken into small groups based on the skill missed and their reading level. 3rd & 4th grade Math PIE is part of the schedule (30 minutes daily, Tuesday - Friday).
- * K-1st PIE is based on reading skills using a universal screener from Pathways.
- * Math: A schedule was created where our para-professionals push in the classrooms for support in grades 1st - 4th grade.
- * Tier 3 reading support is in place for students who need it, including special education and dyslexia students.
- * Reading levels, reading and math MAP goals, and common assessment goals are tracked by students, teachers and administrators.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Closing the Gaps report shows that our Hispanic students have not met the goal for meets in reading and math. We have grown eight percentage points in reading in the last five years, and we were only one percentage point away from meeting the target. However, in math, we gained three percentage points and then we lost nine percentage points. **Root Cause:** Alignment of our essential skills and math assessment alignment is an area of growth.

School Culture and Climate

School Culture and Climate Summary

A survey was given to all staff towards the end of 2022 - 2023 that among other items, addressed school climate and culture. We use survey results in part to plan our professional development plan. Earlier this year, the principal met with team leaders and their grade levels to inform them of the ESF tool. Grade levels had the time to complete the ESF self-assess rubric. During a team leader meeting, we chose the two areas for focus.

School Culture and Climate Strengths

One of our strengths as a campus is the retention of teachers. This school year, we have zero new teachers. This is in part for the positive school culture and climate.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have four new teachers on the same grade level (1st grade). It is hard to align planning to the 'SHE and Pasadena way'. **Root Cause:** We gained a position in 1st grade, and we lost three regular teachers this year due to life situations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This school year we began our school with the following additions to our campus:

* One bilingual teacher in 4th grade, one new bilingual teacher in 2nd grade, one bilingual teacher in 1st grade, and three new regular teachers in 1st grade. We also gained an Early Childhood Special Education unit, and although we were able to hire two paraprofessionals, we do not have a teacher yet.

Staff Quality, Recruitment, and Retention Strengths

We continue to be in the top 10 schools with the best teacher retention rates.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have four new teachers on the same grade level (1st grade). It is hard to align planning to the 'SHE and Pasadena way'. **Root Cause:** We gained a position in 1st grade, and we lost three regular teachers this year due to life situations.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instructional Coaches are split by grade levels. They attend Trainer of Trainers PD and present to different grade levels across the district. They also attend the optional Coaches trainings to learn about the other grade levels. Instructional Coaches meet weekly among themselves and weekly with the Principal and Assistant Principal to discuss PDs and how to support our teachers.

Students are assessed with common assessments, MAP, mClass, CBAs, Mock and STAAR. Major assessments are monitored and analyzed in data PLCs meetings.

Curriculum, Instruction, and Assessment Strengths

Support is offered as needed by modeling, providing feedback, providing teachers coverage so they can see other teachers, and offering professional development.

All grade levels implement the use of common assessments. Teachers, as well as Instructional Coaches, create some of the assessments. During lesson planning, teams include the assessment that will be used to monitor the student's progress.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): This year we are still growing on the best way to prepare our students in writing, to ensure they are ready for the next grade. Phonics is still fairly new to the lower grades and it is new to the upper grades. **Root Cause:** The writing curriculum from the district was new last year, and this year, it is not complete for the entire four nine- weeks.

Problem Statement 2: Reading levels in 1st grade are extremely low when compared to previous years at this time. **Root Cause:** The new phonics curriculum is not aligned with the reading level expectations on the report card.

Parent and Community Engagement

Parent and Community Engagement Summary

- * Our Parent Coordinator and Counselor have planned monthly evening events as well as one during the day.
- * Parent Coordinator calls all students who have multiple consecutive absences.
- * We have resumed parent visits during lunch, three times per semester.
- * Muffins with Mom & Donuts With Dad will be held in the spring.
- * One academic night event will be held in the fall semester.
- * Parent training to be a chaperone & volunteer will be held once in the fall, and as parents volunteer.
- * Parenting room is available for parents to come cut and do activities for teachers.
- * Parents have been coming to bag vegetables and fruits for Brighter Bites.
- * Parents came and will be offered to volunteer for the second Book Fair and the Fall Festival.

Parent and Community Engagement Strengths

- * Our Parent Coordinator calls all parents of students who have consecutive absences. Home visits are scheduled as needed.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Many students come to school without being ready for school. PK & K have many students that have problems with speech/articulation, many students do not read at home nor do they practice their basic facts. **Root Cause:** Parents may feel that their students come to school to learn and that they do not need to practice at home.

School Context and Organization

School Context and Organization Summary

- * Our master schedule includes a common planning time for all grade levels and specials. Our Instructional Coaches are able to plan with each grade level during the day.
- * PIE time is in place for reading intervention for 1st - 4th grade.
- * Math push-in support is in place for Kinder - 4th grade and push-in support is available for reading for Kinder.
- * Classroom daily schedules were built at the beginning of the school year, starting with special education and dyslexia services. This allowed for our students who need Tier 3 support to have a clearly defined schedule.

School Context and Organization Strengths

- * Math PIE for 3rd & 4th grade and push-in support early in the school year is a celebration.
- * Building daily schedules with special education and dyslexia students first is a strength.
- * Tier 3 pull-out for students who need it is available.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: It is difficult to find extra support for Kinder in the PIE format as well as for some special education students. **Root Cause:** We do not have an intervention teacher, and we no longer have the HB4545 money available for tutors.

Problem Statement 2: Speech services have been inconsistent and hard to keep track of. **Root Cause:** We do not have a speech pathologist in our school. We have virtual services for our speech students.

Technology

Technology Summary

- * Students have their own devices.
- * RAZ Kids has been instrumental as a resource for all students.
- * All teachers and paraprofessionals have a classroom and portable device.
- * All classrooms have a Promethean board.

Technology Strengths

Our students have independent station time when they are able to use Dream Box and RAZ Kids.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teacher classroom and portable devices are inadequate. **Root Cause:** Preparing lessons that help our students be familiar with the most updated technology is essential. Devices need to be updated.

Priority Problem Statements

Problem Statement 1: Closing the Gaps report shows that our Hispanic students have not met the goal for meets in reading and math. We have grown eight percentage points in reading in the last five years, and we were only one percentage point away from meeting the target. However, in math, we gained three percentage points and then we lost nine percentage points.

Root Cause 1: Alignment of our essential skills and math assessment alignment is an area of growth.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: This year we are still growing on the best way to prepare our students in writing, to ensure they are ready for the next grade. Phonics is still fairly new to the lower grades and it is new to the upper grades.

Root Cause 2: The writing curriculum from the district was new last year, and this year, it is not complete for the entire four nine- weeks.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, teachers will be provided time to collaborate in professional development to teach each other strategies with an array of tools to support students in specific student expectations that have been selected to align to their grade level according to STAAR data. Teachers will keep a tracking sheet of new scaffolding strategies that have been taught to use in Tier 1 instruction while sharing outcomes of the scaffolding strategies attempted..

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Professional Development handouts and sign in sheets, forms provided to teachers for tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule time for staff development where teachers collaborate to analyze strategies that are most aligned for Tier 1 instruction to provide differentiation for all learners. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators and Instructional Coaches. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$35,724, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$179,190.04, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,712.68, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 A - Economically Disadvantage Study - \$1,300	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Administrative observations that highlight the strategies chosen by the team. Strategy's Expected Result/Impact: Increased quality instruction and improved achievement Staff Responsible for Monitoring: Instructional Coaches and Administrators ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers discuss and reflect on the strategies that impacted student performance using student data looking for correlation. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Instructional Coaches and administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Engage in focused monitoring of the academic progress of our Hispanic subgroup on formative assessments and respond with targeted support to ensure we meet their academic needs. Strategy's Expected Result/Impact: Data tracker will include classroom common assessment tracker, stamina tests, Mock and MAP STAAR projections. Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrators ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - G/T - \$1,518	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$3,233, - 263 - Title III A - Bilingual Education, Language - Title III - \$3,244.59	Formative		
	Jan	Apr	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - Extended Day/Tutorial - Extended Day, - 199 - General Fund - Special Ed. - \$1,150, - 199 - General Fund - At Risk - \$2,528, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$88,987.89, - 211 - Title 1 A - Economically Disadvantaged Study - Office Clerk - \$30,565.53, - Extended Day/Tutorial - Supplemental Funding for Extended Day - \$4,100, - State Compensatory Funds - Instructional Salary - \$558,663		Formative		
		Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: We will be able to analyze assessments or exemplar tools, find the specific errors or misconceptions which have created the gap, plan and execute a reteach lesson and allow time for practice until evidence of mastery has been achieved.

HB3 Goal

Evaluation Data Sources: PLT planning template, lesson plans, exemplar assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Faculty meeting/staff development to create vision. Strategy's Expected Result/Impact: Staff understanding of the plan. Staff Responsible for Monitoring: Administrators and Instructional Coach ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a protocol for developing an exemplar and provide job-embedded training on creating an exemplar during PLT time. District and state resources will be explored to prepare for a guiding exemplar. During PLTs, Math Instructional Coach will observe and provide feedback to teams on creating of exemplars. Coaching will be provided to teachers who need/want support in developing the exemplars. Strategy's Expected Result/Impact: Review common assessments during math PLTs, as well as explore state and district resources. Teach teachers how to create math exemplars Staff Responsible for Monitoring: Instructional Coach ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will administer a formative assessment of essential standards, analyze results during PLT, and develop a plan to reteach. Teachers needing extra support will be provided coaching. Strategy's Expected Result/Impact: Teams will analyze common assessment data after each common assessment. Staff Responsible for Monitoring: Instructional Coach & Teachers ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to learn about the Portrait of a Graduate. Strategy's Expected Result/Impact: Increased awareness of I can statement for Portrait of a Graduate during morning announcements. Teacher will read the statements and make connections for the students on how it applies to them. Staff Responsible for Monitoring: Campus administrators, counselor and teacher Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow-through in sitting for the exam. Strategy's Expected Result/Impact: All teachers that work with bilingual students will be bilingual certified. Staff Responsible for Monitoring: Campus and District administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrators, Parent Coordinator and Counselor Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator and Counselor Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,484.47, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,897.02	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor Title I: 4.1, 4.2	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Schedule time for staff development where teachers collaborate to analyze strategies that are most aligned for Tier 1 instruction to provide differentiation for all learners.
1	1	2	Administrative observations that highlight the strategies chosen by the team.
1	1	5	Engage in focused monitoring of the academic progress of our Hispanic subgroup on formative assessments and respond with targeted support to ensure we meet their academic needs.
1	3	1	Faculty meeting/staff development to create vision.
1	3	2	Create a protocol for developing an exemplar and provide job-embedded training on creating an exemplar during PLT time. District and state resources will be explored to prepare for a guiding exemplar. During PLTs, Math Instructional Coach will observe and provide feedback to teams on creating of exemplars. Coaching will be provided to teachers who need/want support in developing the exemplars.
1	3	3	Math teachers will administer a formative assessment of essential standards, analyze results during PLT, and develop a plan to reteach. Teachers needing extra support will be provided coaching.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Engage in focused monitoring of the academic progress of our Hispanic subgroup on formative assessments and respond with targeted support to ensure we meet their academic needs.

State Compensatory

Budget for South Houston Elementary

Total SCE Funds: \$584,491.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

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Personnel for South Houston Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aleman, Elizabeth	Campus Coach - All Levels	1
Barrera, Juan	Teacher - Elementary School	1
Castillo, Veronica	Teacher - Elementary School	1
Cisneros, Nelly	Paraprofessional - Clerical (CO2	1
Escamilla, Myrna	Paraprofessional - Instructional	1
Flores, Ana	Teacher - Elementary School	1
Ibarra, Jacqueline	Campus Coach - All Levels	1
Leal, Rosaline	Teacher - Elementary School	1
Martinez, Vanessa	Teacher - Elementary School	1
Milan, Maeli	Teacher - Elementary School	1
Nunez, Maria	Teacher - Elementary School	1
Quiroga, Alma	Coordinator - ACE	1
Robertson, Leslea	Teacher - Elementary School	1
Salinas, Adriana	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Aleman	Peer Facilitator (Campus Coach)		1
Emelina Jauregui	District Parent Coordinator		0.5
Jacqueline Ibarra	Peer Facilitator (Campus Coach)		1
Myrna Escamilla	Elementary Aides		1
Nelly Cisneros	Clerical Aides - Elementary School		1
OPEN PCN 12125	Elementary Aides		1
OPEN PCN 4739	Elementary Aides		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$35,724.00
1	2	1		G/T	\$1,518.00
1	2	2		Bi/ESL	\$3,233.00
1	2	3		Special Ed.	\$1,150.00
1	2	3		At Risk	\$2,528.00
Sub-Total					\$44,153.00
Budgeted Fund Source Amount					\$44,153.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Instructional Coach	\$179,190.04
1	1	1		Plan4Learning	\$550.00
1	1	1		Title 1 Instructional Materials	\$15,712.68
1	1	1		Title 1 A - Economically Disadvantage Study	\$1,300.00
1	2	3		Office Clerk	\$30,565.53
1	2	3		Title 1 Instructional Para	\$88,987.89
4	1	2		Title 1 Parent Coordinator	\$22,484.47
4	1	2		Title 1 Parent Component	\$2,897.02
Sub-Total					\$341,687.63
Budgeted Fund Source Amount					\$341,687.63
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		Title III	\$3,244.59
Sub-Total					\$3,244.59
Budgeted Fund Source Amount					\$3,244.59

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		Instructional Salary	\$558,663.00
Sub-Total					\$558,663.00
Budgeted Fund Source Amount					\$558,663.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		Extended Day	\$0.00
1	2	3		Supplemental Funding for Extended Day	\$4,100.00
Sub-Total					\$4,100.00
Budgeted Fund Source Amount					\$4,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$951,848.22
Grand Total Spent					\$951,848.22
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
South Shaver Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of South Shaver Elementary School is to provide a safe, stimulating, and inclusive environment that fosters the social, emotional, and intellectual growth of all students.

Vision

Our students will be confident, critical thinkers who take responsibility for themselves, demonstrate respect for others, and respond to the rapidly changing world around them.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Shaver is a neighborhood-based elementary school located in Pasadena, Texas. Founded in 1949, it has a current student population of 529 students in pre-kindergarten through fourth grade. This total represents an 8% increase in student enrollment since the previous school year (and demonstrates a rebounding trend, as the previous year's enrollment represented a decrease of 7% since 2021-2022).

The average class size at South Shaver Elementary is 17 students per teacher. 91% of South Shaver students are characterized as “economically disadvantaged,” as they live in households with incomes below 185 percent of the federal poverty line. 54% of students are male, and 46% are female. With regard to race and ethnicity, South Shaver is not significantly diverse. 92% of students are of Hispanic origin, 2% of students are Black/African American, and 6% are White. 57% of students have limited English proficiency, while 55% are Bilingual/ESL program participants. 3% of students are served in 504 and 6% are in GT. 69 students (or 13%) participate in Special Education, with 27 of those children served in district-wide SPED programs housed at South Shaver Elementary. 75% of students meet criteria that identify them as “at risk,” or considered to have a higher probability of failing academically or dropping out of school. No students are reported to live in a household where the parents are migratory agricultural workers or fishers. 56% of students are from Spanish-speaking households, and no other foreign languages have been reported. The overall mobility rate for the previous school year was 16%.

At the end of last school year, South Shaver was reported to have an Average Daily Attendance rate of 93%. 54 students were classified as “chronically absent” or “highly truant,” as they either attended less than 90% of school days or had greater than 6 unexcused absences. During the 2021-2022 school year, South Shaver had an ADA of 93%, and there were 100 chronically absent students.

Demographics Strengths

Low student-to-teacher ratio of 17 to 1

Large population of bilingual students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2022-2023 school year, the Average Daily Attendance rate at South Shaver fell below the district target of 96%. **Root Cause:** Parents are not aware of the lifelong impacts of limited school attendance.

Student Achievement

Student Achievement Summary

As of 10/10/2023, the State of Texas had not yet released the Overall Accountability Ratings for 2023. Preliminary calculations by Pasadena ISD indicate that South Shaver earned a 79 in Domain 1, a 58 in Domain 2A, and an 89 in Domain 2B. Additional data regarding STAAR, TELPAS, MAP, and mCLASS can be found in the plan Addendums.

2023 Accountability Status as of 08/29/23	Domain 1				Domain 2A	Domain 2B	BEST OF
	STAAR	CCMR	Grad	Overall	Growth	Relative Performance	1, 2A, 2B
South Shaver EL	79	--	--	79	58	89	89

Student Achievement Strengths

Exceeded both the district's and state's passing percentages on STAAR in Grade 3 Reading English, Grade 3 Math English, Grade 3 Math Spanish, and Grade 4 Reading English

Achieved passing percentages of 80 or better on STAAR in Grade 3 Reading English, Grade 3 Math English, Grade 3 Math Spanish, and Grade 4 Reading English

Ranked 3rd in District on Met Grade Level on STAAR in Grade 3 Reading English

Ranked 3rd in District on Met Grade Level on STAAR in Grade 3 Math English

Ranked 4th in District on Met Grade Level on STAAR in Grade 3 Math Spanish

Increased percent of students who Approached Grade Level on STAAR by 4 to 8% on all tests excepts Grade 3 Math English (where we previously earned the highest percentage in the district)

Increased percent of students who Met Grade Level on STAAR by 3 to 35 points on all tests excepts Grade 3 Math English

Increased percent of students who Mastered Grade Level on STAAR by 2 to 15 points on all tests excepts Grade 3 Math Spanish

Made a 35-point improvement in % Met Grade Level for 3rd Grade Math Spanish STAAR

Reached the percentile of 50th or better on all 3 subject areas of MAP Achievement

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 39% of students scored in the Below and Well Below ranges for Achievement on MAP Reading (English). **Root Cause:** lack of emphasis on foundational reading skills in English classes

Problem Statement 2 (Prioritized): 33% of students scored in the Below and Well Below ranges for Achievement on MAP Math. **Root Cause:** lack of emphasis on fact fluency

School Culture and Climate

School Culture and Climate Summary

According to Pasadena ISD's 2023 Parent Survey, over 92% of South Shaver parents agreed or strongly agreed with 10 of the 13 statements that elicited how positively they felt about campus climate, personnel, and safety. Conversely, only 83% of parents agreed with the statement, "The school provides opportunities for me to volunteer"; only 86% agreed with the statement, "The school provides enrichment that allows students to explore topics they are interested in"; and only 69% agreed with the statement, "My student is learning about options for college and careers." No current data is available regarding student or staff perceptions about the school culture and climate.

According to Mizuni's 2022-2023 Student Discipline Detail Report, a total of 126 office referrals were processed last year. Based upon the Student Discipline Summary Report in Mizuni, the total disciplinary removal rate was 26%, with no significant disproportionality noted with regard to ethnicity or SPED status.

School Culture and Climate Strengths

92% of parents feel welcome at South Shaver.

92% of parents feel informed about their child's academic performance.

95% of parents feel informed about their child's behavior.

92-93% of parents feel comfortable talking to school personnel regarding their child and other concerns.

93% of parents believe that their child feels safe at school.

92% of parents indicated that they were invited to participate in school activities.

94% of parents feel that South Shaver staff members care about their child and want them to succeed.

95% of parents expressed satisfaction with academic instruction and intervention.

95% of parents stated that their child has the opportunity to use a variety of technology tools.

Only 44 students received disciplinary referrals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): 2023 PISD Parent Survey results indicate that 17% of South Shaver parents felt that the school did not provide enough opportunities for parent involvement. **Root Cause:** Many parents are unaware of the variety of opportunities available for them on campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All first-year teachers are supported through Pasadena ISD's RISE new teacher induction program. Both new and returning teachers are routinely supported through continuous coaching and feedback cycles, professional learning communities, and ongoing campus- and district-based staff development.

Staff Quality, Recruitment, and Retention Strengths

All but 3 staff hold credentials appropriate to their positions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 3 teachers do not hold credentials that are appropriate to their teaching assignments. **Root Cause:** High demands and low pay in education have resulted in a mass exodus from the profession, making it difficult to find appropriately certified teachers for all classes.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The base curriculum at South Shaver Elementary is derived primarily from district-wide scope and sequence documents. Effective instructional implementation is promoted through quarterly Focus trainings in each core content area and is regularly supported by three campus-level instructional specialists. Professional Learning Communities at each grade level meet twice a week, with administrator and/or coach support, to deconstruct upcoming TEKS, review related assessments, and engage in backward lesson design.

In addition to this Tier 1 instruction, each grade level team selects two to three Essential Standards to serve as a year-long focus for all Tier 2 intervention and enrichment efforts. Once every 3 weeks, grade-level PLCs meet to review Tier 2 common assessments, regroup students, and determine next steps for each group. The master schedule at South Shaver includes 5 blocks of time for Tier 2 intervention in Grades K through 4, plus a separate block of time dedicated to Tier 3 instruction for students struggling with foundational skills in Math and Reading.

Each week, our Intervention and Assistance Team meets to review progress monitoring for Tier 3 students and to discuss referrals for students who consistently fail to meet expectations on Tier 2 common assessments.

Curriculum, Instruction, and Assessment Strengths

Set schedule for intervention

Frequent data analysis

Lesson plans aligned to TEKS

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Based on a cross-sample of current lesson plans, South Shaver lacks a written set of school-wide expectations for high-quality instructional design and delivery. **Root Cause:** No time has previously been allotted for this task.

Parent and Community Engagement

Parent and Community Engagement Summary

South Shaver Elementary School shares a full-time Parent Coordinator with DeZavala Middle School. Three days a week, our Parent Coordinator provides parent trainings, plans and/or facilitates family events, and supports individual parents and families in need of assistance.

According to sections 2 and 3 of Pasadena ISD's 2023 Parent Survey, the top 3 school-wide events that South Shaver's parents indicated that they would attend were: family events (16%), Meet the Teacher/Open House (16%), and student academic honors & awards (17%). Of the 23 proposed workshops in the areas of behavior, health & wellness, and continued learning, only 4 topics appealed to more than 15% of respondents. These included bullying prevention, internet/social media safety, nutrition, and technology. With regard to the language of preference for school functions, 57% of parents indicated that they prefer Spanish, with the remaining 43% stating English as their language of preference. The top 3 requested means of communication included phone calls, text messages, and emails. Only 6% of parents indicated an interest in receiving information via social media platforms such as Facebook, Instagram, and Twitter. Twice as many parents prefer morning meetings (50%) over evening meetings (25%). 65% of parents indicated that they they would attend more meetings if child care were provided, and 30% expressed an interest in transportation assistance.

Parent and Community Engagement Strengths

During 2022-2023, SSE conducted several parent engagement activities in both English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): According to the 2022-2023 PISD Survey of South Shaver Parents, fewer than 18% of parents indicated an interest in attending school-wide events. **Root Cause:** Many school events conflict with parents' work schedules and other obligations.

School Context and Organization

School Context and Organization Summary

South Shaver Elementary School is organized into 6 separate grade-level bands, from pre-kindergarten through fourth grade. Each grade level has between 4 and 6 homerooms, split evenly between the “regular” and bilingual programs. All homerooms are traditional, self-contained elementary classrooms, with no departmentalization or Personalized Learning.

All classrooms within a grade level are clustered in the same area, and each has a large multi-purpose room that is large enough to serve as a meeting space the entire grade level. All common areas of the building are laid out along a single hallway not shared with any classrooms.

South Shaver’s master schedule matches PISD’s Recommended Daily Schedules to the maximum extent possible, but it includes 5 minutes of transition time whenever an entire grade level of students moves from their area of the building to a common area. Two one-foot-wide lines of colored tile designate lanes of one-way travel to prevent congestion during transitions.

The master schedule also allows for a single, hour-long common planning period for each grade level, as well as a single, half-hour, common lunch time. On two days of the week, teams of teachers meet in their grade level’s multi-purpose room for instructional planning. While each grade level has one teacher who serves as their team leader, each team is also singularly associated with one individual on the campus leadership team (principal, AP, counselor, or one of three instructional coaches). The assigned campus leader participates in all grade-level activities, monitors their compliance with campus expectations, and serves as their liaison to the larger campus leadership team.

In addition to their ongoing, direct line of communication with one campus leader, teachers also have a voice in three committees that are largely responsible for campus decisions and policies: the Sunshine committee, the PBIS committee, and/or the Site-Based Decision-Making committee.

Two full-time language arts coaches and one full-time math coach provide ongoing instructional support to all teachers, regardless of their years of experience or levels of proficiency. Additionally, all first-year teachers have been assigned a campus mentor teacher, who has a proven record of success and shares a common planning period and similar responsibilities.

School Context and Organization Strengths

All grade level teams have a common planning and preparation time.

All classrooms within a grade level are clustered in the same location and have a common meeting room.

Grades K-4 have daily Tier 2 and Tier 3 times embedded in their schedules.

Each grade level has a campus leader assigned to it.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: No teachers are actively engaged in professional development designed to prepare them for leadership roles. **Root Cause:** Opportunities for leadership development at the campus level have been limited.

Technology

Technology Summary

All classrooms at South Shaver Elementary School are equipped with Twenty-First Century technology, including an interactive projector and a document camera. All staff members and all students have been individually assigned a personal computer.

Wireless connectivity is made possible not only through several WiFi hotspots that provide access to the district network but also through dozens of WiDi devices that provide access to a variety of peripheral devices on campus.

A large number of software programs that support instruction in all content areas are available to students and staff, and most of these can be accessed with a single-sign-on through ClassLink. Student and staff data and processes are managed through Skyward, Mizuni, and Frontline. The majority of students and staff are at least minimally proficient in the use of basic Google and Microsoft products, and ongoing training for staff is available through a variety of e-courses offered in Eduphoria and SafeSchools.

As a result of the increased use of technology across all segments of our population, South Shaver now provides almost all parent communication in a paperless format. While we utilize a variety of technology-based platforms such as Remind, Skyward, and Facebook, South Shaver's main form of communication with parents is ClassDojo.

Technology Strengths

There is a one-to-one ratio of computers to staff and students.

Several technology e-courses are offered through Eduphoria.

29 of 32 homerooms have 100% of their parents connected to Class Dojo messaging.

Problem Statements Identifying Technology Needs

Problem Statement 1: 25% of teachers post Class Story updates fewer than once every 2 weeks. **Root Cause:** Some teachers have not embraced the concept of "branding."

Priority Problem Statements

Problem Statement 1: 39% of students scored in the Below and Well Below ranges for Achievement on MAP Reading (English).

Root Cause 1: lack of emphasis on foundational reading skills in English classes

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 33% of students scored in the Below and Well Below ranges for Achievement on MAP Math.

Root Cause 2: lack of emphasis on fact fluency

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: During the 2022-2023 school year, the Average Daily Attendance rate at South Shaver fell below the district target of 96%.

Root Cause 3: Parents are not aware of the lifelong impacts of limited school attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 2023 PISD Parent Survey results indicate that 17% of South Shaver parents felt that the school did not provide enough opportunities for parent involvement.

Root Cause 4: Many parents are unaware of the variety of opportunities available for them on campus.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: According to the 2022-2023 PISD Survey of South Shaver Parents, fewer than 18% of parents indicated an interest in attending school-wide events.

Root Cause 5: Many school events conflict with parents' work schedules and other obligations.

Problem Statement 5 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: By May 2023, the number of students scoring Below or Well Below in Achievement on all areas of MAP will be 30% or lower.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





High Priority

HB3 Goal

Evaluation Data Sources: 2023 Fall MAP "School Achievement" report
2024 Winter MAP" School Achievement" report
2024 Spring MAP "School Achievement" report

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate Fact Fluency routines into Tier 2 instruction all grade levels from K-4. Strategy's Expected Result/Impact: improved math achievement Staff Responsible for Monitoring: instructional coaches, teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Title III (Half) - 263 - Title III A - Bilingual Education, Language - \$1,858.02, Title I Instructional (Half) - 211 - Title 1 A - Economically Disadvantaged Study - \$9,279.71, 199, Excluding At-Risk (Half) - 199 - General Fund - \$23,252.50	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Teach with an emphasis on foundational reading skills in grades PK-2. Strategy's Expected Result/Impact: improved student achievement Staff Responsible for Monitoring: campus administrators, instructional coaches, DAIT Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Title I DAIT Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$93,291.54, Title III (Half) - 263 - Title III A - Bilingual Education, Language - \$1,858.01, Title I Instructional (Half) - 211 - Title 1 A - Economically Disadvantaged Study - \$9,279.70, 199, Excluding At-Risk (Half) - 199 - General Fund - \$23,252.50		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Deconstruct the TEKS at every grade-level planning meeting. Strategy's Expected Result/Impact: improved instructional planning Staff Responsible for Monitoring: campus administrators, instructional coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1, 2 Funding Sources: Title 1 Peer Facilitator Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$163,280.52, Title 1 Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550		Formative		
		Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop and implement targeted instructional activities and common assessments for every grade level from K-4. Strategy's Expected Result/Impact: improved student achievement Staff Responsible for Monitoring: campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1, 2 Funding Sources: Title 1 Instructional Aide Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$57,605.80, State Compensatory - State Compensatory Funds - \$475,896	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide high-impact tutoring for students at risk of failing the STAAR test. Strategy's Expected Result/Impact: improved student achievement Staff Responsible for Monitoring: principal, assistant principal, teachers, paras Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 Funding Sources: Extended Day - Extended Day/Tutorial - \$4,900	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 39% of students scored in the Below and Well Below ranges for Achievement on MAP Reading (English). Root Cause: lack of emphasis on foundational reading skills in English classes
Problem Statement 2: 33% of students scored in the Below and Well Below ranges for Achievement on MAP Math. Root Cause: lack of emphasis on fact fluency

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By September 2023, South Shaver will reduce by 25% our number of Bilingual Exceptions and/or ESL Waivers.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: SBEC Certification Lookup

Strategy 1 Details	Formative Reviews		
Strategy 1: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: compliance with Highly Qualified criteria Staff Responsible for Monitoring: principal, assistant principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: compliance with Highly Qualified criteria Staff Responsible for Monitoring: principal, assistant principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: By May 2024, the number of South Shaver parents who disagree the statement, "The school provides me opportunities to volunteer" will be reduced from 17% to 10% or fewer.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

High Priority

Evaluation Data Sources: 2024 PISD Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase parent volunteer opportunities. Strategy's Expected Result/Impact: improved family engagement Staff Responsible for Monitoring: parent coordinator, counselor Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$3,275.19	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Advertise parent volunteer opportunities on multiple media sources to reach a larger audience. Strategy's Expected Result/Impact: improved family involvement Staff Responsible for Monitoring: parent coordinator Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Title I Parent Coordinator Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$28,148.11	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: 2023 PISD Parent Survey results indicate that 17% of South Shaver parents felt that the school did not provide enough opportunities for parent involvement.</p> <p>Root Cause: Many parents are unaware of the variety of opportunities available for them on campus.</p>

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: By May 2024, the number of South Shaver parents who express interest in attending school-wide events will increase from 18% to 25%.

District Objective:
Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: 2024 PISD Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote and host school-wide family events at least once a month. Strategy's Expected Result/Impact: improved family engagement Staff Responsible for Monitoring: counselor, parent coordinator Title I: 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: According to the 2022-2023 PISD Survey of South Shaver Parents, fewer than 18% of parents indicated an interest in attending school-wide events. Root Cause: Many school events conflict with parents' work schedules and other obligations.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By May 2024, South Shaver Elementary will increase its Average Daily Attendance from 93% to 96%.





District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

High Priority

Evaluation Data Sources: RaaWee Monthly ADA Report
PEIMS Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide attendance incentives to individual students, classes, and parents. Strategy's Expected Result/Impact: improved student attendance Staff Responsible for Monitoring: PBIS committee, campus attendance administrator, counselor, attendance clerk Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: At-Risk - 199 - General Fund - \$2,869	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conference with parents of chronically absent/truant students. Strategy's Expected Result/Impact: improved student attendance Staff Responsible for Monitoring: campus attendance administrator, counselor, attendance clerk, parent coordinator Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct home visits of chronically absent/truant students. Strategy's Expected Result/Impact: improved student attendance Staff Responsible for Monitoring: campus attendance administrator, counselor, attendance clerk, parent coordinator Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2022-2023 school year, the Average Daily Attendance rate at South Shaver fell below the district target of 96%. Root Cause: Parents are not aware of the lifelong impacts of limited school attendance.





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: By May 2023, South Shaver will be in 100% compliance with priority focus areas for our special education students.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student Discipline Summary Report (Mizuni Custom Report)

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: elimination of significant disproportionality Staff Responsible for Monitoring: administrators, PBIS data analyst Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: reduction in the number of physical restraints Staff Responsible for Monitoring: principal, assistant principal Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

State Compensatory

Budget for South Shaver Elementary

Total SCE Funds: \$485,314.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

South Shaver's Tier 2 services are funded through SCE. This supplementary instruction occurs during "PIE Time," a daily 30-minute period dedicated to planned intervention and enrichment activities that are designed to target South Shaver's essential standards for the year. During PIE time, students who have not yet mastered essential standards are provided with additional time and support outside their core classes.

Personnel for South Shaver Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alonso, Nayely	Teacher - Elementary School	1
De Los Santos, Teresa	Teacher - Elementary School	1
Dowling, Amber	Teacher - Elementary School	1
Estrada, Millie	Paraprofessional - Instructional	1
Fontenett, Tenisha	Campus Coach - All Levels	1
Godoy, Maria De Los	Teacher - Elementary School	1
Leal, Doris	Teacher - Elementary School	1
Martinez, Mayra	Teacher - Elementary School	1
Martinez, Rebecca	Teacher - Elementary School	1
Ramos, Joyce	Teacher - Elementary School	1
Reyes, Amanda	Teacher - Elementary School	1
Rosales, Cynthia	Paraprofessional - Instructional	1
Torres Salguero, Julia	Teacher - Elementary School	1
Yang Kum, Yoo	Campus Coach - All Levels	1

Title I

5.1: Determine which students will be served by following local policy

NOT APPLICABLE

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bibi Nunez	District Parent Coordinator		0.5
Cynthia Rosales	Elementary Aides		1
Joyce Ramos	Dyslexia Teacher Elementary & Middle		1
Millie Estrada	Elementary Aides		1
Tenisha Fontenett	Peer Facilitator (Campus Coach)		1
Yoo Yang Kum	Peer Facilitator (Campus Coach)		1

Plan Notes

Documents used to support the Campus Needs Assessment are linked in the section entitled, "**Campus Needs Assessment Overview**."

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	199, Excluding At-Risk (Half)		\$23,252.50
1	1	2	199, Excluding At-Risk (Half)		\$23,252.50
5	1	1	At-Risk		\$2,869.00
Sub-Total					\$49,374.00
Budgeted Fund Source Amount					\$49,374.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Instructional (Half)		\$9,279.71
1	1	2	Title I Instructional (Half)		\$9,279.70
1	1	2	Title I DAIT Salary		\$93,291.54
1	1	3	Title 1 Peer Facilitator Salary		\$163,280.52
1	1	3	Title 1 Plan4Learning		\$550.00
1	1	4	Title 1 Instructional Aide Salary		\$57,605.80
4	1	1	Title 1 Parent Component		\$3,275.19
4	1	2	Title I Parent Coordinator Salary		\$28,148.11
Sub-Total					\$364,710.57
Budgeted Fund Source Amount					\$364,710.57
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title III (Half)		\$1,858.02
1	1	2	Title III (Half)		\$1,858.01
Sub-Total					\$3,716.03
Budgeted Fund Source Amount					\$3,716.03
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	State Compensatory		\$475,896.00
Sub-Total					\$475,896.00
Budgeted Fund Source Amount					\$475,896.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Extended Day		\$4,900.00
Sub-Total					\$4,900.00
Budgeted Fund Source Amount					\$4,900.00
+/- Difference					\$0.00
Grand Total Budgeted					\$898,596.60
Grand Total Spent					\$898,596.60
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District

Sparks Elementary

2023-2024 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and Sparks, the gateway to unlimited opportunity for our culturally rich community, is to empower students to become accomplished, self directed, and collaborative lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allow able under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

1. In the spring of 2023, the entire campus participated in a variety of Task Force meetings that categorized the different areas of improvements and needs: AR/Beanstack (reading fluency), Data Binders, Math, SPED, ESL, Hispanic Heritage, Black History Month. Teams had facilitators and generated ideas for possible implementation based off of current and perceived needs that would roll over into 2023-2024.
2. We are still pending official STAAR data, but preliminary data and observed needs was shared.
3. Campus data was reviewed at the beginning of the year with all staff and writing was addressed which impacts the writing STAAR.
4. At the beginning of the year, the wellness team met and identified the need for more parent and campus events that involve health and wellness. The committee met and planned out events for the year.
5. SUMMIT program was implemented at the beginning of the year with bilingual teachers collaborating with ELAR coach which was to help target TELPAS growth. Collaboration on how to adjust was taken into consideration as well as solidifying a campus strategy.
6. September 21st campus teachers received training with Ashley Miller and Emily De Lano over math data for SPED and TIER 3 with an emphasis on using math manipulatives.
7. September 27th I had Pan Dulce with the Principal. We reviewed campus attendance data and college/career initiatives. During that meeting we got feedback and ideas.
8. In October 12th, Team Leaders reviewed the budget and campus data with the principal.
9. Campus leadership team also reviewed the data on October 31st.
10. Community members, business members, and district participants were met with separately and data shared.

Student Achievement

Student Achievement Summary

Since we do not have all of our data due to TEA, this chart was the focus of the data analysis. It shows the comparison for each grade level compared to 2022.

Historical STAAR Results							
Reading	Approaches	Meets	Masters	Math	Approaches	Meets	Masters
2018 Results	73	37	15	2018 Results	73	34	11
2019 Results	72	33	15	2019 Results	67	32	10
2021 Results	66	23	6	2021 Results	68	25	15
2022 Results	81	54	23	2022 Results	72	41	35
3rd 2023 Results	78	40	6	3rd 2023 Results	68	35	10
4th 2023 Results	81	34	11	4th 2023 Results	71	55	22

Although we do not have specific indicator data, we did look at previous SPED and Tier 3 data to address the stagnation in math to address the need for manipulatives.



Preliminary STAAR Grade 3 Math Blueprint Effective as of School Year 2022–23*

		Number of Standards		Number of Questions	Number of Points
Reporting Categories	Reporting Category 1: Numerical Representations and Relationships	Readiness	4	7–9	10–12
		Supporting	10		
	Reporting Category 2: Computations and Algebraic Relationships	Readiness	5	11–13	13–17
		Supporting	9		
	Reporting Category 3: Geometry and Measurement	Readiness	3	5–7	6–10
		Supporting	6		
	Reporting Category 4: Data Analysis and Personal Financial Literacy	Readiness	1	3–5	3–6
		Supporting	6		
Item Types by Point	1-point questions (multiple-choice and non-multiple-choice items)			23	23
	2-point questions (non-multiple-choice items)			7	14
	Total			30	37

SPED

Reporting Category	1	2	3	4
Questions Per Category	9	12	6	3
Percent of Test	40%	30%	20%	10%

GenEd T3

Total Number Incorrect	47	64	30	13
Percent Incorrect	74.60%	76.20%	71.40%	62%

Reporting Category	1	2	3	4
Questions Per Category	9	12	6	3
Percent of Test	40%	30%	20%	10%
Total Number Incorrect	74	89	34	10
Percent Incorrect	71.00%	76.00%	65.00%	76%

4th Math Sparks comparison with the district and state.

Percent at each Performance Level					Percent at Meets Grade Level							Percent at Masters Grade Level							Percent at Approaches Grade Level					
2023	App	Rank on Meets	Meets	Masters		##	##	##	##	##	Change 22:23		##	##	##	##	##	Change 22:23		##	##	##	##	##
State	70		47	22	State	47	46	34	41	47	6	State	26	27	21	22	22	0	State	78	74	58	68	70
District	69		41	14	District	41	38	18	32	41	9	District	19	17	8	15	14	-1	District	76	73	46	65	69
Gap	-1	--	-6	-8	Gap	-6	-8	-#	-#	-#	3	Gap	-#	-#	-#	-#	-#	-1	Gap	-#	-#	-#	-#	-7
Sparks	71	1	55	22	Sparks	35	29	23	47	55	8	Sparks	15	12	15	17	22	5	Sparks	65	61	63	81	71

4th Reading Sparks comparison with the district and state.

Percent at each Performance Level					Percent at Meets Grade Level							Percent at Masters Grade Level							Percent at Approaches Grade Level										
2023	App	Rank on Meets	Meets	Masters		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23		2018	2019	2021	2022	2023	Change 22:23				
State	78		47	21	State	45	43	35	52	47	<div></div>	-5	State	24	21	17	28	21	<div></div>	-7	State	72	74	62	76	78	<div></div>		
District	74		38	14	District	39	39	23	47	38	<div></div>	-9	District	18	17	8	21	14	<div></div>	-7	District	70	76	51	75	74	<div></div>		
Gap	<div></div>		-4	<div></div>	-9	<div></div>	-7	Gap	<div></div>	-6	<div></div>	-4	<div></div>	-12	<div></div>	-5	<div></div>	-9	<div></div>	-4	Gap	<div></div>	2	<div></div>	-1	<div></div>	-4	<div></div>	-3
Sparks	81		1	34	11	Sparks	35	31	19	60	34	<div></div>	-26	Sparks	18	15	3	22	11	<div></div>	-11	Sparks	64	70	62	88	81	<div></div>	

3rd Math Sparks comparison with the district and state.

Percent at each Performance Level					Percent at Meets Grade Level							Percent at Masters Grade Level							Percent at Approaches Grade Level																
2023	App	Rank on Meets	Meets	Masters		2018	2019		2021	2022	2023	Change 22:23		2018	2019		2021	2022	2023	Change 22:23		2018	2019		2021	2022	2023	Change 22:23							
State	73		44	19	State	46	47		29	41	44	<div></div>	3	State	23	24		14	20	19	<div></div>	-1	State	77	78		61	70	73	<div></div>					
District	68		36	11	District	36	38		15	31	36	<div></div>	5	District	15	17		5	12	11	<div></div>	-1	District	75	76		48	64	68	<div></div>					
Gap	<div></div> -5		-	<div></div> -8 <div></div> -8	Gap	<div></div> -10 <div></div> -9	<div></div> -14	<div></div> -10	<div></div> -8	<div></div> 2	Sparks	27	28		17	41	35	<div></div>	-6	Sparks	8	4		4	24	10	<div></div>	-14	Sparks	73	65		70	74	68

3rd Reading Sparks comparison with the district and state.

Percent at each Performance Level					Percent at Meets Grade Level								Percent at Masters Grade Level							Percent at Approaches Grade Level																										
2023	App	Rank on Meets	Meets	Masters		2018	2019		2021	2022	2023	Change 22:23		2018	2019		2021	2022	2023	Change 22:23		2018	2019		2021	2022	2023																			
State	77		51	20	State	42	43		37	50	51	<div></div>	1	State	24	27		19	30	20	<div></div>	-10	State	76	75		66	75	77																	
District	76		46	15	District	35	39		25	45	46	<div></div>	1	District	19	22		10	24	15	<div></div>	-9	District	76	77		58	76	76																	
Gap	<div></div> -1		-	<div></div> -5 <div></div> -5	Gap	<div></div> -7 <div></div> -4		<div></div> -12 <div></div> -5	<div></div> -5 <div></div> 0	Gap	<div></div> -5 <div></div> -5		<div></div> -9 <div></div> -6	<div></div> -5 <div></div> 1	Gap	<div></div> 0 <div></div> 2		<div></div> -8 <div></div> 1	<div></div> -1	Sparks	78	1	40	6	Sparks	32	32		17	59	40	<div></div> -19	Sparks	14	11		4	35	6	<div></div> -29	Sparks	83	68		61	82

Student Achievement Strengths

- 4th grade math scores are comparable or exceed district and state scores.
- 4th grade reading outperformed district and state at the approaches level.
- 3rd grade math scored comparable to the district

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Data trends in reading show that there has been an overall decrease in Meets and Masters in 3rd and 4th grade between 12-20% loss. **Root Cause:** Reading test changed and incorporated more writing that was new to the test.

Problem Statement 2 (Prioritized): Approaches data in reading are stagnant when compared to 2022 results and showed minimal to no growth. Reading 2022-81% 2023 3rd 78% 4th 81% **Root Cause:** Reading test changed and incorporated more writing that was new to the test.

Problem Statement 3: 3rd grade reading data shows considerable lower performance when compared to the district. **Root Cause:** Reading test changed and incorporated more writing that was new to the test.

Problem Statement 4 (Prioritized): Approaches data in math are stagnant when compared to 2022 results and showed minimal to no growth. Math 2022-72% 2023 3rd 68% 4th 71% **Root Cause:** First year with the varied answered choices on the math test. Third also had three different TIER 1 teachers that year.

Problem Statement 5: Data trends show a significant decrease in Meets and Masters for 3rd grade math. Meets 2022 41% 3rd 2023 35% **Root Cause:** First year with the varied answered choices on the math test. Third also had three different TIER 1 teachers that year.

Problem Statement 6: Data trends show a significant decrease in Masters for 3rd and 4th grade math in masters. 2022-35% 2023 3rd 10 % 4th 22% **Root Cause:** First year with the varied answered choices on the math test. Third also had three different TIER 1 teachers that year.

Problem Statement 7 (Prioritized): Percent incorrect for SPED students utilizing 2022 data trends is high. **Root Cause:** 4th grade SPED math students did not use manipulatives.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TELPAS Prior Year/Current Year Growth Comparison

The target data was focusing on 22 and 23 increased proficiency data and then grade level growth and loss for each domain in the current 2023 year.

TELPAS Comparison Data					
TELPAS Listening	22 Increase Proficiency	%	23 Increase Proficiency	%	Growth Loss
1st	11	32%	4	14%	-18%
2nd	16	57%	16	59%	2%
3rd	7	28%	14	54%	26%
4th	2	6%	3	13%	7%
TELPAS Speaking	Increase Proficiency	%	Increase Proficiency	%	Growth Loss
1st	11	32%	4	14%	-18%
2nd	4	14%	10	37%	23%
3rd	4	16%	12	46%	30%
4th	10	29%	11	48%	18%
TELPAS Reading	Increase Proficiency	%	Increase Proficiency	%	Growth Loss
1st	4	12%	1	4%	-8%
2nd	10	36%	14	52%	16%
3rd	9	36%	13	50%	14%
4th	12	35%	14	61%	26%
TELPAS Writing	Increase Proficiency	%	Increase Proficiency	%	Growth Loss
1st	0	0%	1	4%	4%
2nd	9	32%	16	59%	27%
3rd	3	12%	9	35%	23%
4th	21	62%	12	52%	-10%

2023 TELPAS Growth Data									
TELPAS Listening	Decrease Proficiency	%	No Change	%	Increase Proficiency	%	No Score	Total Students	Trends
1st	3	11%	15	54%	4	14%	6	28	Around 50% of the grade level has no change.

2nd	0	0%	10	37%	16	59%	1	27	Over half of the grade level increased proficiency. This is great!
3rd	1	4%	10	38%	14	54%	1	26	Over half of the grade level increased proficiency. This is great!
4th	9	39%	9	39%	3	13%	2	23	A large portion of the grade level has no change or loss of change in listening.
TELPAS Speaking	Decrease Proficiency	%	No Change	%	Increase Proficiency	%	No Score	Total Students	Trends
1st	2	7%	15	54%	4	14%	7	28	Around 50% of the grade level has no change.
2nd	4	15%	12	44%	10	37%	1	27	There is a low percentage of decreased change. The majority of the grade level is either no change or increased proficiency.
3rd	1	4%	12	46%	12	46%	1	26	There is a low percentage of decreased change. The majority of the grade level is either no change or increased proficiency.
4th	1	4%	9	39%	11	48%	2	23	There is a low percentage of decreased proficiency, and high percentage of no change or increased proficiency.
TELPAS Reading	Decrease Proficiency	%	No Change	%	Increase Proficiency	%	No Score	Total Students	Trends
1st	1	4%	20	71%	1	4%	6	28	For reading, this is a large percentage of no change.
2nd	1	4%	11	41%	14	52%	1	27	In 2nd, over 50 percent has increased with a large percentage at no change.
3rd	2	8%	9	35%	13	50%	1	26	In 3rd, over 50 percent has increased with a large percentage at no change.
4th	2	9%	5	22%	14	61%	2	23	There is a large percent of of students with increased proficiency.
TELPAS Writing	Decrease Proficiency	%	No Change	%	Increase Proficiency	%	No Score	Total Students	Trends
1st	0	0%	21	75%	1	4%	7	28	The majority of the students have no change.
2nd	1	4%	9	33%	16	59%	1	27	Over 50% of the students have increased proficiency in writing
3rd	1	4%	14	54%	9	35%	1	26	Large percent have no change with low percent of decreased proficiency.
4th	2	9%	7	30%	12	52%	2	23	Over 50% of the students have increased proficiency with a low percentage of no change.

Curriculum, Instruction, and Assessment Strengths

- Trends show over 50% increased proficiency in listening for grades 2 and 3.
- Trends show that increased proficiency percentages increase as students move to the next grade level.
- Reading shows significant growth in English starting in 2nd grade and continues to increase for the most part as students move up grade levels.
- 2nd and 4th grade have significant growth with increased proficiency in writing and over 50%
- .Almost all grade levels in all domains increased proficiency from 22 to 23

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: TELPAS data trends show a stagnation occurring in 3rd grade reading and writing compared to the other grade levels. Reading 2nd 52%, 3rd 50%, 4th 61%. Writing 2nd 59%, 3rd 35%, 4th 52% **Root Cause:** 3rd grade is a time of transitioning to the STAAR.

Problem Statement 2 (Prioritized): TELPAS data trends show a large percentage of decreased proficiency in listening that is substantial. 39% compared to 1st-11%, 2nd-0%, 3rd-4%, 9-39%. **Root Cause:** We struggled to find a root cause. Last year it was because they needed more time practicing with the correct headphones. Last year they had that opportunity. It is hard to explain why there is such a high percentage of decreased proficiency when there are great gains in the other domains and listening is one of the easier ones. We will have to watch and investigate this year.

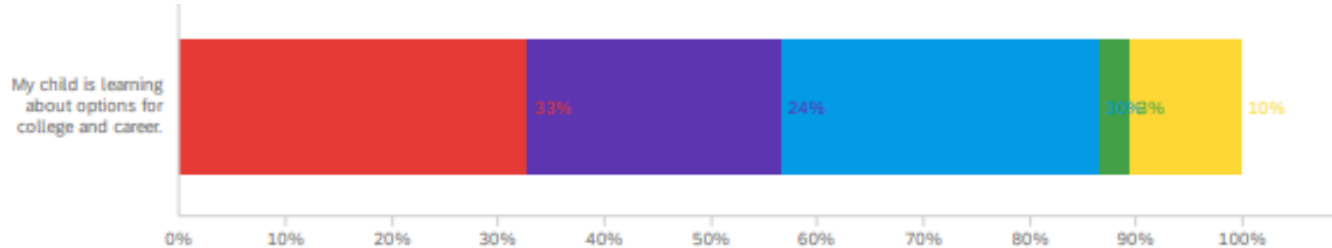
Problem Statement 3: First grade had a large number of students that were struggling in their native language and were possible retentions. **Root Cause:** We had 7 students that were receiving intensive intervention in their native language that were placed in 2nd grade for the current 2023 school year. We know this is impacting their acquisition of English.

Parent and Community Engagement

Parent and Community Engagement Summary

This 2022-2023 data was analyzed . <https://drive.google.com/file/d/13STtN17q8M5-eNUjuCx-UXkhHYwgDYmc/view?usp=sharing>

The following data was the area that we will focus on for the most improvement.



This is the 2022 comparison data that shows if parents feel welcomed.

Sparks Elementary

105 Surveys

To what extent do you agree with the following statements about your students school?	% Strongly Agree	% Agree	% Disagree	%Strongly Disagree
When I visit the campus, I feel welcomed, respected, and encouraged to come back.	67%	30%	1%	2%

Overall, the data shows positive perspective from parents. We can see from the data what types of workshops we can offer outside of the traditional family events.

Parent and Community Engagement Strengths

- We showed growth for the parent question that states, "My student is learning about options for college and career." We went from 34% strongly disagree in 2022 to 19% strongly disagree in 2023 that strongly disagree with that statement.
- We have no parents that disagree to this state at any level: "My child has the opportunity to use a variety of technology tools."
- The majority 97% of parents feel the school provides appropriate academic instruction and intervention to obtain mastery of grade level skills.
- 83% of our parents feel welcomed at our school. This is a huge increase from years past. Last year was 67% felt welcomed.
- The data reflects that parents like attending the family events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent data shows that 45% of our parents would like to attend athletic events and last year we did not have very many. **Root Cause:** There has been a high emphasis on fine arts events for parents.

Problem Statement 2 (Prioritized): Parent data shows the area that most parents strongly agree with is, "My child is learning about college and career options." **Root Cause:** We started focusing on this last year and can see the growth, however this year will be more extensive.

Priority Problem Statements

Problem Statement 1: Percent incorrect for SPED students utilizing 2022 data trends is high.

Root Cause 1: 4th grade SPED math students did not use manipulatives.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Approaches data in reading are stagnant when compared to 2022 results and showed minimal to no growth. Reading 2022-81% 2023 3rd 78% 4th 81%

Root Cause 2: Reading test changed and incorporated more writing that was new to the test.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: TELPAS data trends show a large percentage of decreased proficiency in listening that is substantial. 39% compared to 1st-11%, 2nd-0%, 3rd-4%, 9-39%.

Root Cause 3: We struggled to find a root cause. Last year it was because they needed more time practicing with the correct headphones. Last year they had that opportunity. It is hard to explain why there is such a high percentage of decreased proficiency when there are great gains in the other domains and listening is one of the easier ones. We will have to watch and investigate this year.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Parent data shows the area that most parents strongly agree with is, "My child is learning about college and career options."

Root Cause 4: We started focusing on this last year and can see the growth, however this year will be more extensive.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Parent data shows that 45% of our parents would like to attend athletic events and last year we did not have very many.

Root Cause 5: There has been a high emphasis on fine arts events for parents.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Approaches data in math are stagnant when compared to 2022 results and showed minimal to no growth. Math 2022-72% 2023 3rd 68% 4th 71%

Root Cause 6: First year with the varied answered choices on the math test. Third also had three different TIER 1 teachers that year.

Problem Statement 6 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Parent/Community Data

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

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Will improve SPED math STAAR performance on reporting category 3 and 4 from 70% incorrect to 50% incorrect by May 2024. We will do continuous monitoring with campus CBAs and mock assessments.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: TEA STAAR Performance Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase math resources such as Think It Up Books and Countdown to the STAAR. Strategy's Expected Result/Impact: Students will be more familiar with the multi-option test questions. Staff Responsible for Monitoring: Classroom Teacher Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 4, 7 Funding Sources: Instructional Materials-Countdown to the STAAR - 211 - Title 1 A - Economically Disadvantaged Study - At Risk - \$2,026, Instructional Materials Think It Up - 211 - Title 1 A - Economically Disadvantaged Study - GT - \$1,229	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Tutoring Strategy's Expected Result/Impact: Tutoring will providing differentiated instruction and individualization. Staff Responsible for Monitoring: Teachers and Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Extended Day Funds - Extended Day/Tutorial - 6399 - \$3,400	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Students will be present for classroom instruction and not have to receive alternate assignments or instruction that is not from the primary teacher. Staff Responsible for Monitoring: SPED teachers, classroom teachers, admin. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Behavior - 211 - Title 1 A - Economically Disadvantaged Study - SPED - \$1,515	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: Approaches data in math are stagnant when compared to 2022 results and showed minimal to no growth. Math 2022-72% 2023 3rd 68% 4th 71% Root Cause: First year with the varied answered choices on the math test. Third also had three different TIER 1 teachers that year.
Problem Statement 7: Percent incorrect for SPED students utilizing 2022 data trends is high. Root Cause: 4th grade SPED math students did not use manipulatives.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Our approaches math target will be 80% at approaches or higher by May 2024. We will monitor with campus CBAs and mock assessments.

3rd Math 2022 72%, 2023 68%, 2024 80% This will require a 12% increase.

4th math 2022 72% 2023 71% 2024 80% This will require a 9% increase.

District Objective:





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: 2023 and 2024 STAAR data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Tutoring Strategy's Expected Result/Impact: Students will get individualized and targeted support. Staff Responsible for Monitoring: SPED teachers and Coaches Title I: 2.4, 2.6 Funding Sources: Instructional Support with Intervention-Dyslexia - 211 - Title 1 A - Economically Disadvantaged Study - \$39,892.28	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will receive on campus training on SPED accommodations with the opportunity to request needed manipulatives and accommodations. Strategy's Expected Result/Impact: Teachers will know how to better implement student IEPs. Staff Responsible for Monitoring: Administrators and Coaches Title I: 2.4, 2.6 Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$10,379.81	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Math Coach will provide guidance, intervention plan, and curriculum support. Strategy's Expected Result/Impact: Root cause will be realized and targeted Staff Responsible for Monitoring: Campus Coach, Intervention Teachers, Teachers Funding Sources: Curriculum Guidance - 211 - Title 1 A - Economically Disadvantaged Study - \$106,962.12	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Students welfare and safety needs are met in the event a restraint is needed. Ensures proper communication to all stakeholders. Staff Responsible for Monitoring: CPI trained staff, SPED teachers, SPED paraprofessionals, and administration Title I: 2.6	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: We will decrease our 4th grade Listening and Speaking percentage of decreased proficiency by 20% by May 2024. We will monitor progress through student practice on the SUMMIT TELPAS platform.





2022 Campus 4th Grade Listening Decrease in Proficiency 29% 1st 0%, 2nd 7%, 3rd 8%
2023 Campus 4th Grade Listening Decrease in Proficiency 39% 1st 11%, 2nd 0%, 3rd 4%
2024 Campus 4th Grade Listening Decrease in Proficiency Goal-19%

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: 2024 TELPAS, Summit Middle of the Year testing

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be provided opportunities to practice online TELPAS with the SUMMIT program. Strategy's Expected Result/Impact: Students will become more familiar with the TELPAS test format especially with the components such as listening and speaking which require using specific headphones and microphone. Staff Responsible for Monitoring: ELAR Instructional Coach, Bilingual Paras, ESL Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: ELAR Coach Support, - 211 - Title 1 A - Economically Disadvantaged Study - \$78,564.17, - 263 - Title III A - Bilingual Education, Language	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Students will receive highly qualified instruction from teachers who still training for bilingual instruction. Staff Responsible for Monitoring: Administration and campus coaches Title I: 2.6	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: Our approaches reading target will 90% approaches by May 2024. We will monitor progress throughout the year with campus CBAs and mock assessments.
2022 Reading was 81%
3rd Reading 2023 78%- 2024 Goal will be an increase of 12%.
4th Reading 2023 81%-2024 Goal will be an increase of 9%.





District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase reading Countdown to the STAAR Strategy's Expected Result/Impact: Students will be more familiar with the extended constructed responses. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - SPED - \$1,515, Instructional Materials - 263 - Title III A - Bilingual Education, Language - At Risk - \$1,927.34	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize staff to work with At-Risk students. Strategy's Expected Result/Impact: Gaps will be closed. Staff Responsible for Monitoring: Coaches and administration Title I: 2.4, 2.6 Funding Sources: - State Compensatory Funds - \$248,067	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: We will increase college experiences by sending 2nd-4th grade to a college visit by May 2024.





District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

High Priority

Evaluation Data Sources: District Safe and Civil Parent Surveys 2023 and 2024

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide college visit opportunities for our 2nd-4th grade students. Strategy's Expected Result/Impact: Student exposure to campus visits will promote college readiness. Staff Responsible for Monitoring: Sparks grade level teachers, counselor, and administrators Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: Transportation to Trips - 199 - General Fund - \$10,000	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: We will increase career awareness to students by having a minimum of 10 career dress up days by May 2024.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

High Priority

Evaluation Data Sources: Campus monthly calendar.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: We will increase career awareness by spotlighting a career at each of our 8 family assemblies by May 2024.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

High Priority

Evaluation Data Sources: Campus family assembly presentations.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: We will offer a minimum of one Sparks family athletic event per grading period.

District Objective:
Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

High Priority

Evaluation Data Sources: District Safe and Civil Parent Surveys 2024 and 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold the following events for parents. 1. Family Fun Runs 2. Parent to PE 3. Girls on the Run parent participation Strategy's Expected Result/Impact: Families will have exposure on healthy lifestyles and balance work and health. Staff Responsible for Monitoring: Parent Coordinator, PE Coach, Administrator Title I: 2.4, 4.1, 4.2 Funding Sources: Parent Coordniator - 211 - Title 1 A - Economically Disadvantaged Study - \$2,350.03, - 199 - General Fund - \$25,921	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

State Compensatory

Budget for Sparks Elementary

Total SCE Funds: \$321,494.00

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

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Personnel for Sparks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cardenas, Yeorgina	Teacher - Elementary School	1
Cavazos, Eydelisa	Teacher - Elementary School	1
De Lano, Emily	Campus Coach - All Levels	1
Giles, Tracy	Teacher - Elementary School	1
Gonzales, Kimberly	Paraprofessional - Instructional	1
Melgar, Iran	Teacher - Elementary School	1
Robinson, Roxanne	Teacher - Elementary School	1
Rodriguez, Maria	Teacher - Elementary School	1
Sanchez, Janet	Teacher - Elementary School	1
Tovar, Daisy		1
Valles Monreal, Stephania	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily De Lano	Peer Facilitator (Campus Coach)		1
Kimberly Gonzales	Elementary Aides		1
Neifa Andell	District Parent Coordinator		0.5
Roxanne Robinson	Dyslexia Teacher Elementary & Middle		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Transportation to Trips		\$10,000.00
4	1	1			\$25,921.00
Sub-Total					\$35,921.00
Budgeted Fund Source Amount					\$35,921.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials-Countdown to the STAAR	At Risk	\$2,026.00
1	1	1	Instructional Materials Think It Up	GT	\$1,229.00
1	1	3	Behavior	SPED	\$1,515.00
1	2	1	Instructional Support with Intervention-Dyslexia		\$39,892.28
1	2	2	Instructional Materials		\$10,379.81
1	2	3	Curriculum Guidance		\$106,962.12
1	3	1	ELAR Coach Support,		\$78,564.17
1	4	1	Instructional Materials	SPED	\$1,515.00
4	1	1	Parent Coordniator		\$2,350.03
Sub-Total					\$244,433.41
Budgeted Fund Source Amount					\$244,433.41
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	4	1	Instructional Materials	At Risk	\$1,927.34
Sub-Total					\$1,927.34
Budgeted Fund Source Amount					\$1,927.34
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$248,067.00
Sub-Total					\$248,067.00
Budgeted Fund Source Amount					\$248,067.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extended Day Funds	6399	\$3,400.00
Sub-Total					\$3,400.00
Budgeted Fund Source Amount					\$3,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$533,748.75
Grand Total Spent					\$533,748.75
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Stuchbery Elementary
2023-2024 Campus Improvement Plan

Mission Statement

Our goal is to ensure that each child develops physically, socially, emotionally and mentally to his or her fullest potential. Cooperatively involving students, parents, school staff and the community so that all students are educated to be productive citizens. We commit to instill a love for lifelong learning and produce students who are self-sufficient.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- Individual potential is unknown and immeasurable
- Family dynamics profoundly influence the decisions individuals make and the people they become
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Revised/Approved: August 23, 2023

Demographics

Demographics Summary

Priorities:

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessment to determine individual needs of students
- Provide tutoring and enrichment in a timely manner
- Identify, monitor, and provide support for at-risk students
- Create master schedule to give each grade level a common tutoring/enrichment time

Ethnic Groups	
Hispanic	61.86%
Black/ African American	22.89%
White	8.29%
Asian	4.98%
Two or More Races	1.98%

Demographics Strengths

- Bilingual and ESL classes
- Identification and monitoring of special populations (ELL, spec. ed., econ. disadvantage, G/T)
- Monitor and provide interventions all student subgroups
- Intervention Team and process
- McKinney Vento case manager
- Monitor and provide support for 504/dyslexia students/SpED
- Parent meeting to discuss Title 1 program
- Instructional Campus Coaches/Title 1 paraprofessional
- Tutoring and enrichment
- RIDE time for targeted tutoring

- Parent communication in English, Spanish, and Vietnamese
- GT Assessment/Testing/Identification process

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students have various background experiences and academic needs. **Root Cause:** Some students have large learning gaps due educational opportunities and environmental factors.

Student Achievement

Student Achievement Summary

Stuchbery Elementary

STAAR Scores

Campus/District/State Comparison

Grade Subject	Stuchbery 19	State 19	Disstict 19	Stuchbery 21	District 21	State 21	Stuchbery 22	District 22	State 22	Stuchbery 23	District 23	State 23
Grade 3 Reading	78%	76%	77%	58%	58%	68%	81%	76%	75%	81%	76%	77%
Grade 3 Reading Sp		65%	76%	24%	56%	52%	75%	62%	56%	79%	68%	77%
Grade 3 Math	76%	78%	76%	45%	48%	61%	74%	64%	70%	73%	68%	73%
Grade 3 Math Sp		65%		0%	52%	42%	92%	69%	70%	96%	73%	72%
Grade 4 Reading	76%	74%	76%	52%	51%	63%	59%	75%	76%	75%	74%	78%
Grade 4 Math	67%	74%	73%	47%	46%	58%	44%	65%	68%	68%	69%	70%
Grade 4 Writing	63%	65	645	50%	45%	53%						

Student Achievement Strengths

- RIDE Time and Tutoring Time
- Targeting specific needs of students through tutoring and enrichment
- Maintaining high expectations and achievement with increased standards and changing student populations
- Focus on systematic, targeted instruction and tutoring based on various data sources (ex. reading levels, common assessments, mCLASS, MAP, STAAR, etc.)
- Closing the achievement gap between student groups
- Common team planning and PLC time

- District curriculum, time-lines, resources, and common assessments
- Small group instruction and tutoring

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students have learning gaps for a variety of reasons. **Root Cause:** Many students struggle with grade level content due lack of engagement, appropriate supports, and access to resources. Attendance is an issue with some students.

School Culture and Climate

School Culture and Climate Summary

Priorities:

- Continue with implementation of Conscious Discipline and Positive Behavior Interventions and Supports (PBIS) strategies
- Conduct staff and parent surveys
- Increase positive school image and branding through publicity (Facebook, Twitter, Instagram, etc.)
- Invite parents and community to participate in events

School Culture and Climate Strengths

- Student and staff recognition
- Students come first
- Friendly atmosphere
- Family oriented environment
- Conscious Discipline
- Positive Behavior Interventions and Supports
- Well maintained building
- Respectful staff and students
- Student leadership opportunities
- Student Council
- Video Announcements
- Courtesy committee
- Multicultural events
- End of Year Celebrations
- Safety trainings and drills for entire staff
- Campus Bullying Prevention campaign

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Need to provide school safety training which includes preventative, mental health awareness, and a parent/community component. **Root Cause:** With a more diverse community, more training to deal with the experiences and needs of all.

Problem Statement 2: Need to consider adding additional training for staff that are not required but are needed to handle the physical, behavioral, social, emotional, and mental health needs of today's youth. **Root Cause:** Trainings for staff continues to be ongoing.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities

- Have a Highly Qualified Teacher in every classroom
- Have a fully certified bilingual teacher in each bilingual classroom
- Have only Highly Qualified Paraprofessionals to work with students
- Create an environment where people want to stay and not leave to have consistency in the building
- Encourage more staff to seek and obtain their G/T and ESL certification

Staff Quality, Recruitment, and Retention Strengths

- All Staff are Highly Qualified based on TEA guidelines
- All certified teachers currently doing the Reading Academy to learn the Science of Teaching Reading
- All new teachers are assigned a campus mentor
- Maintain a low turn over rate of employees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruitment and retention of highly qualified staff continues to be a focus. **Root Cause:** The human resource department is doing a great job of trying to locate and hire the best personnel possible. On campus, committees are formed to interview and hire for positions at Stuchbery.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities:

- Follow district scope and sequence school-wide
- Administer MAP assessments (2nd-4th) and district assessments and use data from assessments to drive instruction
- Administer mClass in k-2 and district assessments and use data to drive instruction.
- Use common assessment to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Instructional coaches collaborate with teachers on curriculum and instruction
- Provide time and resources for PLCs
- Standards based grading and report cards

Curriculum, Instruction, and Assessment Strengths

- District curriculum, time-lines, assessments, and resources
- Beginning, middle, and end of the year MAP assessments for 2nd-4th grade
- Beginning and end of year mCLASS assessments for K-2
- Horizontally and vertically aligned curriculum
- Team collaboration and planning
- Grade Level PLCs
- District trainings and professional development
- Campus coaches as instructional content specialist and coaches
- Highly qualified staff
- Easily accessible data to use to guide instruction
- Leveled Library
- Instructional Technology
- Daily tutoring and enrichment in all grade levels

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. **Root Cause:** Students come to school with various background knowledge and experiences and needs.

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities:

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Parent Coordinator
- Increase number of business partnerships
- Solicit input from parents on desired trainings
- Various Method to involve volunteers.
- Promote Local Business partnerships.

Parent and Community Engagement Strengths

- Community Nights and events
- Remind, Skyward, and Automated phone call out system
- Facebook/Twitter/School Website
- Parent Coordinator
- Title I Parent Meeting
- Dyslexia Parent Meeting
- Personalized Learning Meetings
- Community technology and educational classes
- Beginning of the Year Parent Conference
- Parent, Teacher, Student Compacts
- Volunteers
- Student Programs
- Community publicity
- Parent communication in English, Spanish, and Vietnamese

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to increase parent involvement. **Root Cause:** In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

School Context and Organization

School Context and Organization Summary

Priorities:

- Review traffic patterns and arrival and dismissal procedures for safety and efficiency
- Consistent school-wide implementation of Conscious Discipline and CHAMPS Through PBIS structure
- A secure and safe building
- Conduct various safety drills (shelter in place, tornado, lock down, fire, etc) throughout the year

School Context and Organization Strengths

- Arrival and dismissal procedures
- Cafeteria and school procedures
- Door bells and locks on front interior doors activated by office staff to permit visitors who have checked in to enter the building.
- Door bell and peep holes for gym doors so they can remain locked during the school day.
- PBIS
- Conscious Discipline
- Bullying Awareness
- Student Helpers
- Student Council
- Various safety drills taught to all students, shown on morning announcements, and practiced throughout the year
- Visitor check in system
- School Coordinated Health Advisory Committee
- Crisis Committee
- Community Health Fair
- Health, Fitness, and Nutrition emphasis
- Secure entrance in which all visitors must go to the office before entering the rest of the building
- Bus procedures to account for every student who rode a specific bus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Common area procedures need to be safe for all, especially in high traffic areas. **Root Cause:** Stuchbery is a large diverse school and putting systems in place to create continuity is a need.

Technology

Technology Summary

Priorities:

- Provide one to one device for every student
- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, ipads, Chromebooks,etc.
- Provide professional development on use of digital resources, Google Classroom, Seesaw, and Zoom
- Provide orientations of the LMS (Google Classroom, Seesaw/ Personalized Learning) to students

Technology Strengths

- 1:1 devices for alls students
- 21st century technology classrooms and library
- Technology professional staff development and trainings
- Faculty Handbook

Problem Statements Identifying Technology Needs

Problem Statement 1: Continued improvement of campus hardware/software is to support the evolving advances in technology. **Root Cause:** Acquiring resources in a timely manner as technology evolves.

Priority Problem Statements

Problem Statement 1: Students have various background experiences and academic needs.

Root Cause 1: Some students have large learning gaps due educational opportunities and environmental factors.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students have learning gaps for a variety of reasons.

Root Cause 2: Many students struggle with grade level content due lack of engagement, appropriate supports, and access to resources. Attendance is an issue with some students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Need to provide school safety training which includes preventative, mental health awareness, and a parent/community component.

Root Cause 3: With a more diverse community, more training to deal with the experiences and needs of all.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students.

Root Cause 4: Students come to school with various background knowledge and experiences and needs.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Common area procedures need to be safe for all, especially in high traffic areas.

Root Cause 5: Stuchbery is a large diverse school and putting systems in place to create continuity is a need.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: There is a need to increase parent involvement.

Root Cause 6: In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

Problem Statement 6 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$44,438, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$19,745.68, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$164,146.56, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Teacher - \$83,612.18, - State Compensatory Funds - \$343,892, - Extended Day/Tutorial - \$5,100	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies. Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning, PLC time and PIE(RIDE) Time. Tutoring Schedule for before, during, and after school. Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,087	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - Bil/ESL - \$2,150, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$2,301.72	Formative		
	Jan	Apr	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - At Risk - \$1,781, - 199 - General Fund - Special Ed. - \$1,299, - 199 - General Fund - Extended Day - \$5,100, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$57,689.19		Formative		
		Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week. Strategy's Expected Result/Impact: Increased awareness of various colleges Staff Responsible for Monitoring: Campus administrator, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to explore various career opportunities. Strategy's Expected Result/Impact: Increased awareness of career options Staff Responsible for Monitoring: Campus administrators, counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees. In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$24,703.31, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,484.53	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor Title I: 4.1, 4.2	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

State Compensatory

Budget for Stuchbery Elementary

Total SCE Funds: \$347,468.00

Total FTEs Funded by SCE: 17

Brief Description of SCE Services and/or Programs

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Personnel for Stuchbery Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abraham, Bindu	Teacher - Elementary School	1
Ballard, Brandi	Campus Coach - All Levels	1
Delafuente, Elida	Teacher - Elementary School	1
Gallegos, Lisette	Teacher - Elementary School	1
Garcia, Cindy	Paraprofessional - Instructional	1
Garza, Dania	Teacher - Elementary School	1
Gonzalez, Arianna	Paraprofessional - Instructional	1
Hines, Cristel	Teacher - Elementary School	1
Macias, Enrique	Teacher - Elementary School	1
Martinez, Gena	Teacher - Elementary School	1
Montemayor, Iris	Teacher - Elementary School	1
Montemayor, Perla	Teacher - Elementary School	1
Oliva, Priscilla	Campus Coach - All Levels	1
Palos, Lauren	Teacher - Elementary School	1
Robertson, Benjamin	Teacher - Elementary School	1
Rosales, Karla	Teacher - Elementary School	1
Tsikis, Johnny	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arianna Gonzalez	Elementary Aides		1
Brandi Ballard	Peer Facilitator (Campus Coach)		1
Cindy Garcia	Elementary Aides		1
Cristel Hines	Elementary Teacher		1
Priscilla Oliva	Peer Facilitator (Campus Coach)		1
San Juanita Garza	District Parent Coordinator		0.5

Plan Notes

Stuchbery Elementary

Site Based Decision Making Committee Meeting

Agenda

September 9, 2021

Introduction of 2020-2021 SBDM Committee Members

Procedures to Gather Input from a Variety of Sources

Review the roles and procedures of the Site Based Decision Making Committee and how the SBDM Committee works to make decisions and gather advice from many sources. The Stuchbery SBDM team meets 4 times per year. We will consider input from all outside sources and have representation according to state laws. After each meeting we will write the minutes as a summary. Each SBDM committee member and staff member will receive an electronic copy of the minutes.

Agenda Items and Procedures

- **Needs Assessment for Planning and Curriculum**
 - **Discuss 2021-22 Campus Improvement Plan.** The campus plan will be aligned with the district plan and a draft will be sent out to all SBDM members to get input from their teams and for final approval.
- **Budget**
 - **ESSER Funds**-these funds will be used to pay for tutors and for teachers to plan targeted tutoring for students during the day and RIDE time.
- **Personnel and Staffing**
 - **Using ESSER Funds** to hire additional tutors Ester and Domingo Flores and looking for others to join the tutoring staff.
- **Staff Development**Reading Academy-staff is doing well and most are ahead of district recommended timeline
- **Focus Trainings**-most of these are e-courses or recordings this year and should be completed by teachers.
- **Student Achievement**
 - **We will review 2021 State Accountability Ratings**
 - **Review reading levels**
 - **The data shows that our students are behind due to the pandemic.** Because of this it is important for each grade level to have purposeful planning and specific targeted tutoring and interventions using mCLASS, screeners, common assessments, and other forms of data.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$44,438.00
1	2	1		G/T	\$1,087.00
1	2	2		Bi/ESL	\$2,150.00
1	2	3		Special Ed.	\$1,299.00
1	2	3		Extended Day	\$5,100.00
1	2	3		At Risk	\$1,781.00
Sub-Total					\$55,855.00
Budgeted Fund Source Amount					\$55,855.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title 1 Instructional Materials	\$19,745.68
1	1	1		Title 1 Teacher	\$83,612.18
1	1	1		Plan4Learning	\$550.00
1	1	1		Instructional Coach	\$164,146.56
1	2	3		Title 1 Instructional Para	\$57,689.19
4	1	2		Title 1 Parent Coordinator	\$24,703.31
4	1	2		Title 1 Parent Component	\$3,484.53
Sub-Total					\$353,931.45
Budgeted Fund Source Amount					\$353,931.45
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		Title 3 Bil./ESL	\$2,301.72
Sub-Total					\$2,301.72
Budgeted Fund Source Amount					\$2,301.72

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$343,892.00
Sub-Total					\$343,892.00
Budgeted Fund Source Amount					\$343,892.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,100.00
Sub-Total					\$5,100.00
Budgeted Fund Source Amount					\$5,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$761,080.17
Grand Total Spent					\$761,080.17
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District

Teague Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Teague Elementary, a Title I Campus, will be a safe place, physically and psychologically, for every child to engage in the interesting pursuit of lifelong learning in a positive climate where a caring staff ensures that every child will succeed.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Everyone has purpose, worth, and dignity with immeasurable potential
- Family and community profoundly influence decisions individuals make
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn
- Diversity adds value to all areas of life
- Change is inevitable for growth and success
- Each person is responsible and accountable for the choices he or she makes
- We must foster an environment of honesty and integrity

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Teague's Comprehensive Needs Assessment Process

April 2023

- Each team filled out a needs assessment for 8 areas, giving strengths, areas to improve, budget needs and staff development needs.

May 2023

- SBDM Committee met to review progress on the 2022-2023 Teague Campus Improvement Plan goals and discussed possible goals for the upcoming school year.
- Title 1 parent surveys were sent out digitally to all parents to get input on what their needs were and what school goals they would like for the 2023-2024 school year.

August 2023

- Teague staff reviewed the results of the parent surveys, school demographics, student achievement data (STAAR, mCLASS, TELPAS, reading levels, retention rates, etc.), and other data.
- In teams, the staff discussed the data and identified strengths and needs in the following areas:
 - Student Achievement (Reading/Writing), Math, Science, Social Studies
 - Discipline
 - Parent Community Involvement
 - School Culture and Climate
 - Technology
- The teams used this data to come up with schoolwide goals for the 2023-2024 school year. The teams also developed strategies and problem statements.

September 2023

- The Teague Campus Improvement plan was developed incorporating the schoolwide goals that were identified.
- The Teague Campus Improvement Plan was reviewed with the staff for approval.

October 2023

- The Teague Campus Improvement Plan was presented at the SBDM Committee Meeting for final approval.

Demographics

Demographics Summary

Teague Elementary is a Title I school serving students from Pre-K to 4th grades. The current school population is 730 students. We are currently at 79% Free and Reduced lunch. Teague has two district-wide Special Education classroom serving students with Autism.

Ethnicity Breakdown:

Asian - 64- 8.8% Black - 37- 5.1 Hispanic - 563 - 77.1% Two or More - 6 - .6.8% White - 60 - 8.2%

Male - 383 - 52.5% Female - 347 - 47.5%

Free/Reduced Lunch - 577 - 79%

Special Programs:

At Risk - 414- 56.7% Bilingual - 212 - 29% LEP - 242 - 33.2% GT - 32 - 4.4%

Sped - 90 - 12.3% 504 - 10 - 1.4% Dyslexia - 25 - 3.4%

Summary:

We are experiencing a continuous change in our demographics. In one year, our percentage of economically disadvantaged students increased from 67.4% to 79%, our percentage of at-risk students increased from 42.5% to 56.7%, and our Hispanic population rose from 74.7% to 77.1.

Priorities:

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessments to determine individual student needs
- Provide tutoring and enrichment in a timely manner
- Identify, monitor and provide support for at-risk students
- Create a master schedule to give each grade level a common planning/tutoring and enrichment time.

Demographics Strengths

- Strong Intervention process to identify students for Speech and Special Education testing
- GT Assessment/Testing/Identification process
- Bilingual Classes for each grade level
- Identification and monitoring of special populations (ELL, SPED, ED, GT)
- Pullout program for identified GT students
- Instructional Coaches and Instructional Aides to provide intervention to students in need
- McKinney Vento Case Manager
- Monitor and provide interventions for all student subgroups
- Parent meeting to discuss the Title I program
- 504/Dyslexia - monitor and provide support for students
- Tutoring/Enrichment (PIE Time)
- Parent Communication in English and Spanish
- After School Program

Problem Statements Identifying Demographics Needs

Problem Statement 1: Percentage of economically disadvantaged students increased from 67.4% to 79% **Root Cause:** We are experiencing a continuous change in our demographics

Student Achievement

Student Achievement Summary

Reading Levels for the beginning of this school year. (May 2023)

Grade	Below	On or Above
K	35%	65%
1	53%	47%
2	25%	75%
3	28%	72%
4	29%	71%

STAAR Scores - Campus/District/State Comparisons - May 2022

Percent at Approaching (which TEA considers passing)

Grade/Subject	Campus				District				State			
	20-21 +/-	21-22	22-23		20-21 +/-	21-22	22-23		20-21 +/-	21-22	22-23	
3rd Grade Reading	66	85	81	-4	58%	76%	76%	=	68%	77%	77%	=
3 rd Grade Reading Sp	85	61	71	+10	56%	62%	68%	+6	52%	56%	77%	+21
3 rd Grade Math	54	71	78	+7	48%	64%	68%	+4	61%	70%	73%	+3
3 rd Grade Math Sp	85	61	53	-8	52%	69%	72%	+3	42%	70%	73%	+3
4 th Grade Reading	45	84	72	-12	51%	75%	74%	-1	63%	77%	78%	+1
4 th Grade Math	38	61	66	+5	46%	65%	69%	+4	58%	69%	70%	+1

Percent at Meets

Grade/Subject	Campus			District			State		
	20-21 +/-	21-22		20-21 +/-	21-22		20-21 +/-	21-22	
3rd Grade Reading	31	52	+21	25	45	+20	37	50	+13
3 rd Grade Reading Sp	30	22	-8	27	28	+1	24	25	+1
3 rd Grade Math	26	34	+8	15	31	+16	29	41	+12
3 rd Grade Math Sp	30	22	-8	19	31	+12	14	42	+28
4 th Grade Reading	16	54	+38	23	47	+24	35	52	+17
4 th Grade Math	18	28	+10	18	32	+14	34	41	+7

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Priorities:

- Increase daily math problem solving in all grade levels
- Provide tutoring and enrichment in a timely manner
- Increase AR participation to build up student fluency and comprehension skills.
- Implement PLC's at all grade levels to monitor student progress
- Common assessments in reading and math (1st - 4th)
- Small group reading instruction to target students reading below grade level
- Data analysis of common assessments

Student Achievement Strengths

- Maintaining high expectations and achievement with changing demographics
- The gap between subgroups is closing each year
- Strong Intervention Process
- GT Pullout program
- Focus and Spiraling of SE's
- District Curriculum, Timeline, Resources and Assessments
- Common Planning and PLC Time
- Small Group Instruction and tutoring
- Focus on systematic, targeted instruction and tutoring based on multiple data sources (reading levels, common assessments, mClass, MAP, STAAR, etc.)
- PIE Time schoolwide
- Increased accountability for the lower grades with CBA's and reading levels

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Data shows a scale score of 58 on our student growth data **Root Cause:** Lacking of STAAR like resources in 4th grade

School Culture and Climate

School Culture and Climate Summary

Priorities:

- Continued implementation of PBIS and Conscious Discipline strategies
- Conduct staff, parent and student surveys
- Increase positive school image and branding through social media outlets like Facebook, Twitter, Instagram

School Culture and Climate Strengths

- Student and Staff Recognition
- Student/Employee Safety with safety training and drills for all staff
- Friendly Atmosphere and Environment/Lots of Staff support for one another
- Morning Live Announcements
- Student Council and leadership opportunities
- Staff and Student Service Projects
- PBIS/Conscious Discipline/CHAMPS
- Spirit and Special Days
- Courtesy Committee - Brag Board
- Clean and well maintained school building and grounds
- End of the Year Celebrations
- Discipline referrals are low
- Friends and Family Boards
- Positive Behavior Interventions and Supports
- Campus Bullying Prevention Campaign
- Relationships with kids
- Kindness Tree
- Open door policy with administrators
- Increase in school media presence using Facebook and district web page

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Safety continues to be a major concern for staff and the community. Need to provide school safety training which includes preventative, mental health awareness and a parent/community awareness. **Root Cause:** There has been an increase in school and public violence and stress over the years.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities

- Provide support through staff development and mentoring
- Have a Highly Qualified Teacher in every classroom
- Have only Highly Qualified Paraprofessionals to work with students
- Create an environment where people want to stay and not leave to have consistency in the building
- Encourage more staff to seek and obtain their ESL certification

Staff Quality, Recruitment, and Retention Strengths

- Mentors provided to all 1st year teachers
- Instructional coaches
- Staff Development
- Highly Qualified Staff
- Common planning time
- Maintain a low turn over rate of employees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Finding substitutes has been challenging at some times. **Root Cause:** Teacher attendance is a challenge and substitutes are sometimes limited.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities:

- Follow district scope and sequence school-wide
- Administer MAP (1st - 4th) and district assessments and use data from assessments to drive instruction
- Administer mCLASS (K-2) and use the data to provide specific targeted instruction based on individual needs
- Use common assessment to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize Instructional Coaches to help support classroom teachers with modeling lessons
- Provide time and resources for PLC's
- Standards based grading and report cards

Curriculum, Instruction, and Assessment Strengths

- District curriculum, timelines, assessments and resources
- Beginning, middle and end of the year MAP assessments for 1st- 4th grade
- Beginning and end of year mCLASS assessments for K-2
- Horizontally and vertically aligned curriculum
- Grade level PLC's
- Professional Development
- A to Z Learning for Leveled Readers
- Team Planning and Collaboration
- Instructional Coaches for Reading and Math
- Highly Qualified Staff
- Easily accessible data to guide instruction
- Daily tutoring/enrichment in all grade levels (PIE time)
- Accelerated Reader
- Instructional Technology

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students are at different levels in all grade levels **Root Cause:** Students come to school with various background knowledge and experiences and needs

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities:

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Increase number of business partnerships
- Solicit input from parents on desired trainings
- Parent Coordinator

Parent and Community Engagement Strengths

- Title I parent meetings and trainings
- Grade level music programs
- Family Nights
- Parent communication in English and Spanish (calendars and notes)
- Volunteer program
- Career Day
- Remind, Skyward, and Automated phone call out system
- Parent Orientation Night
- Meet, Greet and Drop prior to school beginning
- Parent/Teacher/Student Compacts
- Community Publicity and Events
- PMHS sports teams as mentors
- Parent coordinator
- Facebook/Twitter/School Website
- Report Card Conferences

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low participation rates at adult education events **Root Cause:** Parents indicate an interest in parenting classes and events when filling out the survey, but when scheduled do not attend due to lack of time, availability of child care and or motivation to attend

School Context and Organization

School Context and Organization Summary

Priorities:

- Ensure all campus doors are closed and locked.
- Ensure all visitors are checked in at the front office, run through raptor and given a visitor sticker before gaining access into the school hallways.
- All staff members and students wear a photo ID badge at all times
- Consistent school-wide implementation of Conscious Discipline and CHAMPS
- Review traffic patterns, arrival and dismissal procedures for safety and efficiency
- Conduct various safety drills throughout the year.

School Context and Organization Strengths

- Doorbell and peep holes for the gym doors so they can remain locked during the school day
- Doorbell and locks on the front interior doors activated by the office staff to permit visitors who have checked in to enter the building.
- Doorbells for each teacher on the pod doors.
- Secure entrance in which all visitors must go to the office before entering the rest of the building.
- Conduct various safety drills (shelter in place, tornado, lock down, fire, etc) throughout the year.
- Grade level common planning time
- PBIS team
- Site Based Team
- Organized and safe arrival and dismissal procedures and supervision in the halls and cafeteria
- Master Schedule
- Red Ribbon Week
- Weekly Staff Bulletins and Monthly Calendars
- Team Building
- Student Council and Student Helpers
- Team Leaders
- Three Instructional Coaches
- Highly Qualified Staff
- Live morning announcements
- SHAC program with Health, Fitness and Nutrition emphasis
- Crisis/MERT Team
- PIE Time
- Teachers at checkpoints in the hallways in the morning
- Raptor - visitor/volunteer badges
- Universal Breakfast and lunch
- Various safety drills taught and practiced throughout the year
- Counselor guidance lessons

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Schools need to be secured and safe at all times. **Root Cause:** There has been an increase in school violence over the years.

Technology

Technology Summary

Priorities:

- Engage all students to maximize use of one to one devices
- Embed technology into lesson plans to increase technology integration for all students
- Provide professional development on use of digital resources, Google Classroom, Seesaw and Zoom
- Personalized Learning classrooms in 4th Grade

Technology Strengths

- 1:1 devices
- 21st century technology classrooms and library
- Technology Teacher
- Computer Lab
- School/Class Websites
- Technology Professional Staff Development
- Netbooks for all staff
- Technology Technician

Problem Statements Identifying Technology Needs

Problem Statement 1: Some students struggle to use the keyboard and other technology accessories proficiently **Root Cause:** Students are at different places in regards to device knowledge

Priority Problem Statements

Problem Statement 1: Data shows a scale score of 58 on our student growth data

Root Cause 1: Lacking of STAAR like resources in 4th grade

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Safety continues to be a major concern for staff and the community. Need to provide school safety training which includes preventative, mental health awareness and a parent/community awareness.

Root Cause 2: There has been an increase in school and public violence and stress over the years.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Students are at different levels in all grade levels

Root Cause 3: Students come to school with various background knowledge and experiences and needs

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Schools need to be secured and safe at all times.

Root Cause 4: There has been an increase in school violence over the years.

Problem Statement 4 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Compared to the last year 2022-2023 STAAR data, the component score for our school will increase from 43 to 50 for the 2023-2024 school year. This increase will be from 3rd and 4th grade approaches, meets, and masters scores for the 2023-2024 school year.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority





HB3 Goal

Evaluation Data Sources: Common and formative assessments, MAP growth data, progress reports, report cards, extended day attendance data, MOCK STAAR data reports and STAAR performance reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistent implementation of district curriculum, Scope and Sequence, researched based strategies, and rigorous and relevant principles in all campus grade levels. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement in all grade levels in all subject areas. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$21,405.33, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Materials - \$6,896.98, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure a comprehensive and systematic district-wide/campus PreK-4th grade Response to Intervention and Special Programs approach that provides support for struggling learners in order to achieve learning at high levels and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all students in order to close the achievement gaps. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers and Intervention Team Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - At Risk - \$2,860.33, - State Compensatory Funds - \$207,629	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze various student performance data and adjust instructional strategies, student grouping, and instructional materials as needed Strategy's Expected Result/Impact: Targeted instruction will be provided to the students based on their individual needs. Staff Responsible for Monitoring: Administrators, Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Coach - \$81,678.78	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide timely interventions and supports for struggling students to meet their academic, social, and emotional needs to ensure they achieve high levels of learning. Strategy's Expected Result/Impact: Student achievement across all sub. groups will increase. Staff Responsible for Monitoring: Administrators, Classroom Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - Special Education - \$1,162, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Paraprofessional - \$226,843.07	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Vertical alignment between grade levels. Strategy's Expected Result/Impact: Prior grade level teachers will understand what skills are most important for subsequent grade levels. Staff Responsible for Monitoring: Instructional Coaches Title I: 2.4, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide 3rd & 4th grade students practice with new STAAR assessment questions; teach students online test taking strategies. Strategy's Expected Result/Impact: Students will perform better on the STAAR. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers Title I: 2.4, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$15,000	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Implement a comprehensive and systematic campus-wide PreK-4th grade Advanced Academic/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/GT students. Strategy's Expected Result/Impact: Increased percentage of identified GT students learning at higher levels of achievement and scoring at the master's level on STAAR. Staff Responsible for Monitoring: Administrators, GT Certified Teachers - Homeroom and Pull-out Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - GT - \$1,235	Formative		
	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide tutoring during the day and after school to students who are struggling to learn grade level concepts. Strategy's Expected Result/Impact: Student gaps will close and achievement will increase. Staff Responsible for Monitoring: Administrators, Classroom Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title I High Impact Supplemental - \$21,930.74	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Special Education Disciplinary Removals - Strategy: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Time in classroom for all SpEd students will increase. Staff Responsible for Monitoring: Administration and Special Education team.	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Special Education Restraint - Strategy: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Minimize restraints at all times in our campus. Staff Responsible for Monitoring: Administration, Special Education Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Data shows a scale score of 58 on our student growth data Root Cause: Lacking of STAAR like resources in 4th grade
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are at different levels in all grade levels Root Cause: Students come to school with various background knowledge and experiences and needs

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Compared to the last year 2022-2023 TELPAS data, the percentage on the TELPAS Yearly Progress Composite Proficiency Level Rating for all Emergent bilingual students will increase 10%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Bilingual Continuum with fidelity, including strategies for a tiered instructional model with resources and supports to accelerate English acquisition and student achievement. Strategy's Expected Result/Impact: Increased student performance on TELPAS language development as well as an increase percentage of students moving up at least one proficiency level on TELPAS. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - Bilingual/ESL - \$2,967, - 263 - Title III A - Bilingual Education, Language - Title 3 Bilingual/ESL - \$2,677.50	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus instructional coaches, administrators and teachers will meet in grade level PLCs to analyze TELPAS results, review the language acquisition rubrics, and adjust instructional strategies, student grouping, and instructional materials as needed to accelerate English acquisition. Strategy's Expected Result/Impact: Increased percentage of emergent bilingual students progressing at least one proficiency level on the TELPAS composite score. Staff Responsible for Monitoring: Administrators, Classroom Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze data to determine and pinpoint areas of weakness in instruction and with individual students and provide corrective measures. Strategy's Expected Result/Impact: Increased student performance on TELPAS language development. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Incorporate K12 Summit Learning program for all Emergent Bilingual Students. Strategy's Expected Result/Impact: The English Language Proficiency Levels will increase for all of our Emergent Bilingual Students. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Teachers will be better prepared to work with English Language learners. Staff Responsible for Monitoring: Administrators Title I: 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Students are at different levels in all grade levels Root Cause: Students come to school with various background knowledge and experiences and needs

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Using the 2022-2023 end of the year reading and math data, the number of students in grades Kindergarten - 2nd grade on or above grade level will increase by 10% using the end of the mClass assessment.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

High Priority





HB3 Goal

Evaluation Data Sources: BAS assessments, reading level reports, istation reports, teacher data collection

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistent implementation of district curriculum (Scope and Sequence), researched based strategies, and rigorous and relevant principles in all campus grade levels. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement in all grade levels in all subject areas. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - BFU - \$18,179.33, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Materials - \$6,896.98	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure a comprehensive and systematic district-wide/campus PreK-4th grade Response to Intervention and Special Programs approach that provides support for struggling learners in order to achieve learning at high levels and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all students in order to close the achievement gaps. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers and Intervention Team Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - At Risk - \$1,130.33, - State Compensatory Funds - \$195,393	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a comprehensive and systematic campus-wide PreK-4th grade Advanced Academic/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/GT students. Strategy's Expected Result/Impact: Increased percentage of identified GT students learning at higher levels of achievement and scoring at the master's level on STAAR. Staff Responsible for Monitoring: Administrators, GT Certified Teachers - Homeroom and Pull-out Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - GT - \$1,235	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide timely interventions and supports for struggling students to meet their academic, social, and emotional needs to ensure they achieve high levels of learning. Strategy's Expected Result/Impact: Student achievement across all sub. groups will increase. Staff Responsible for Monitoring: Administrators, Classroom Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 - School Culture and Climate 1 Funding Sources: - 199 - General Fund - Special Education - \$1,162	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Campus instructional coaches and administrators will meet with school personnel in grade level PLCs to analyze various student performance data and adjust instructional strategies, student grouping, and instructional materials as needed. Strategy's Expected Result/Impact: Student achievement will increase and the gaps between sub groups will decrease. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will place a greater instructional emphasis on foundational reading skills such as alphabetic principle, phonemic awareness, phonics, decoding and fluency. Strategy's Expected Result/Impact: Student reading levels will increase. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers Title I: 2.4, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - Extended Day/Tutorial - \$5,400, - 263 - Title III A - Bilingual Education, Language - \$442.30	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase independent reading time for students during the school day (incentives for reading independently, teacher modeling of independent reading, & emphasizing the joy of reading). Strategy's Expected Result/Impact: Student reading levels will increase. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers Title I: 2.4, 2.6	Formative		
	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Tighter communication and progress monitoring between ELAR teachers, Intervention teachers and Paraprofessionals in regards to student mastery of foundational / essential reading skills. Strategy's Expected Result/Impact: Student reading levels will increase. All people servicing students will be able to provide targeted assistance based on student need in order to improve reading skills. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers, Intervention Teachers and Instructional Paraprofessionals Title I: 2.4, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Vertical alignment between grade levels. Strategy's Expected Result/Impact: Prior grade level teachers will understand what skills are most important for subsequent grade levels. Staff Responsible for Monitoring: Administrators, Instructional Coaches Title I: 2.4, 2.6 Problem Statements: Student Achievement 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Data shows a scale score of 58 on our student growth data Root Cause: Lacking of STAAR like resources in 4th grade
School Culture and Climate
Problem Statement 1: Safety continues to be a major concern for staff and the community. Need to provide school safety training which includes preventative, mental health awareness and a parent/community awareness. Root Cause: There has been an increase in school and public violence and stress over the years.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are at different levels in all grade levels Root Cause: Students come to school with various background knowledge and experiences and needs

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 4: 80% of our Pre-Kindergarten students will master all of their Executive Functioning Skills (Inhibitory Control, Working Memory and Cognitive Function) and district standards by the end of the year.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Fueling Brains progress monitoring, report cards, teacher observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistent implementation of district curriculum (Scope and Sequence), Fueling Brains components, researched based strategies, and rigorous and relevant principles in all campus grade levels. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement in all grade levels in all subject areas by developing their Executive Brain Functions. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - 199 - General Fund - BFU - \$18,179.34, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Materials - \$6,896.99	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure a comprehensive and systematic district-wide/campus PreK-4th grade Response to Intervention and Special Programs approach that provides support for struggling learners in order to achieve learning at high levels and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all students. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers and Intervention Team Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199 - General Fund - At Risk - \$1,130.34	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Classrooms will be set up to focus on the left brain, right brain and movement. Strategy's Expected Result/Impact: Students will be able to focus on different parts of their brain development and enhance their creativity and academics. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will learn self - regulation skills and independence through their work with their peers and in workstations Strategy's Expected Result/Impact: Students learn cooperation, independence and will develop in their executive functioning skills. Staff Responsible for Monitoring: Classroom Teachers, Administrators, Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:





Student Achievement
Problem Statement 1: Data shows a scale score of 58 on our student growth data Root Cause: Lacking of STAAR like resources in 4th grade
School Culture and Climate
Problem Statement 1: Safety continues to be a major concern for staff and the community. Need to provide school safety training which includes preventative, mental health awareness and a parent/community awareness. Root Cause: There has been an increase in school and public violence and stress over the years.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are at different levels in all grade levels Root Cause: Students come to school with various background knowledge and experiences and needs

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: 100 % of students whose parents apply for their child's placement in the 2023-2024 After-School Program, register their child, and meet attendance requirements, will receive unique enrichment and academic opportunities including small group tutoring. This program is free to Teague students and runs for 116 school days. The program is designed to promote positive long-term development socially and academically.

Evaluation Data Sources: Sign in sheets, reports from the Zearn program, tutoring lesson plans, report cards, reading level data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use engaging and motivating activities that build academic skills in a non-academic environment. Strategy's Expected Result/Impact: Generalization of academic skills. Staff Responsible for Monitoring: After-school program manager Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - School Improvement Grant - Tiger Club After School Program - \$38,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student understanding of teamwork and collaboration. Strategy's Expected Result/Impact: Develop long-term social skills for productive citizens. Staff Responsible for Monitoring: After-school program manager and District After-school coordinator Title I: 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the Zearn online program. Strategy's Expected Result/Impact: Students mathematical skills will increase. Staff Responsible for Monitoring: After School program manager and tutors. Title I: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Build social skills and healthy lifestyles by using active physical activities. Strategy's Expected Result/Impact: Students practice social skills and learn exercises to promote health and fitness. Staff Responsible for Monitoring: After School program manager and tutors. Title I: 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Data shows a scale score of 58 on our student growth data Root Cause: Lacking of STAAR like resources in 4th grade
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are at different levels in all grade levels Root Cause: Students come to school with various background knowledge and experiences and needs





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: We will continue to hire highly qualified Special Education teachers with bilingual certifications and continue to develop systems and training opportunities to facilitate their recruitment and retention.

District Objective:

Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Follow our District efforts to Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff. Strategy's Expected Result/Impact: Hire and retain Special Education Teachers with bilingual certification Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, our parent and community involvement and collaborative partnerships will increase by 10%.





District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys, sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Title I: 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title I Parent Coordinator - \$21,365.82, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Parent Component Funds - \$3,651.34	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide effective two-way communication methods for family to maintain engagement in student learning. Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Increased participation in service projects. Staff Responsible for Monitoring: Campus Administrators, Student Council, Parent Coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Schedule a Meet the Teacher and Open House meetings during the first weeks of school to share Title 1 Information and give all parents the opportunity to connect with classroom teachers, administrators, and staff. Strategy's Expected Result/Impact: Awareness for parents about school policies, procedures and activities. Staff Responsible for Monitoring: Administrators, Counselor, Parent Coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Offer regular parent meetings on topics concerning attendance, bullying, school safety, the lunch program, as well as, what needs may arise during the school year. Strategy's Expected Result/Impact: Parents will gain a better understanding of the importance of attendance, school safety, school policies and procedures and how to access resources that are available. Staff Responsible for Monitoring: Parent Coordinator, Campus Administrators and Counselor Title I: 4.2	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: The Parent Coordinator will offer classes based on parent interest and at various times of the day as indicated on the Title 1 Parent Survey. Strategy's Expected Result/Impact: Increase in parent attendance at our parent education classes. Staff Responsible for Monitoring: Parent Coordinator Title I: 4.2	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide parents with any needed guidance by having resources they might need. Strategy's Expected Result/Impact: To provide resources, information and support to our families. Staff Responsible for Monitoring: Counselor Title I: 2.6	Formative		
	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Collaborate with parents and school personnel to develop and review the Teague school-parent compact and parent policy and make this available to all members of the school community. Strategy's Expected Result/Impact: Increased parent involvement and engagement. Staff Responsible for Monitoring: Administrators, Parent Coordinator Title I: 4.1, 4.2	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

High Priority

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT Problem Statements: School Culture and Climate 1 - School Context and Organization 1	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Safety continues to be a major concern for staff and the community. Need to provide school safety training which includes preventative, mental health awareness and a parent/community awareness. Root Cause: There has been an increase in school and public violence and stress over the years.
School Context and Organization
Problem Statement 1: Schools need to be secured and safe at all times. Root Cause: There has been an increase in school violence over the years.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that promotes a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.





District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

High Priority

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including , safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Problem Statements: School Culture and Climate 1	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Safety continues to be a major concern for staff and the community. Need to provide school safety training which includes preventative, mental health awareness and a parent/community awareness. Root Cause: There has been an increase in school and public violence and stress over the years.

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

State Compensatory

Budget for Teague Elementary

Total SCE Funds: \$411,867.00

Total FTEs Funded by SCE: 15

Brief Description of SCE Services and/or Programs

SCE funding is used for intervention resources, instructional materials and supplies.

Personnel for Teague Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Austin, Laura	Teacher - Elementary School	1
Estrada, Laura	Teacher - Elementary School	1
Garcia, Silvia	Teacher - Elementary School	1
Guerra, Maria	Teacher - Elementary School	1
Hall, Shannon	Campus Coach - All Levels	1
Kelley, Shatoya	Teacher - Elementary School	1
Matthews, Sharon	Teacher - Elementary School	1
Medina, Marisol	Paraprofessional - Instructional	1
Montalvo, Karla	Paraprofessional - Instructional	1
Montelongo, Lizeth	Teacher - Elementary School	1
Munoz Villarreal, Sandra	Campus Coach - All Levels	1
Perez, Alicia	Teacher - Elementary School	1
Ryan, Lori	Teacher - Elementary School	1
Talley, Stephanie	Campus Coach - All Levels	1
Vasquez, Maria	Teacher - Elementary School	1

Title I

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly. The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. PIE time is every morning from 8:00 - 8:30 for grade K-4 to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Teague are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state

3.1: Annually evaluate the schoolwide plan

The SBDM team will evaluate the plan in May using data from the State's assessments as well as other student performance data to determine if the supports, services and programs have been effective in increasing student achievement. Each year, the plan will be revised with new goals based on the student needs and program evaluations.

4.1: Develop and distribute Parent and Family Engagement Policy

Numerous parent trainings and meetings are provided throughout the school year at Teague. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

4.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Teague. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karla Montalvo	Elementary Aides		1
Lisa Prado	District Parent Coordinator		0.5
Marisol Medina	Elementary Aides		1
OPEN PCN 12766	Elementary Aides		1
Sandra MunozVillarreal	Peer Facilitator (Campus Coach)		1
Shannon Hall	Peer Facilitator (Campus Coach)		1
Stephanie Talley	Peer Facilitator (Campus Coach)		1

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Bianca Miranda	Kindergarten
Classroom Teacher	Amy Cortez	First Grade
Classroom Teacher	Kristina Dodson	Second Grade
Classroom Teacher	Maria Vasquez	Third Grade
Classroom Teacher	Karen Ledoux	Fourth Grade
Classroom Teacher	Kayla Duncan	Other Certified - Intervention
Paraprofessional	Letty Flores	Paraprofessional
Administrator	Valorie Morris	Principal
District-level Professional	Jay Forrest	Curriculum Specialist
Paraprofessional	Jamie Tagle	Paraprofessional
Classroom Teacher	Carla Gomez	Pre-K Teacher
Parent	Pam Afleje	Parent
Classroom Teacher	Jazmin Lopez	Special Education

Campus Admin Team

Committee Role	Name	Position
Administrator	Valorie Morris	Principal
Administrator	Kim Villarreal	Assistant Principal
Administrator	Gus Morales	Assistant Principal
Administrator	Amy Campos	Counselor

Grade Level Chairs

Committee Role	Name	Position
Classroom Teacher	Bianca Miranda	Kindergarten
Classroom Teacher	Erica Pecina	First Grade
Classroom Teacher	Carla Gomez	Pre-Kindergarten
Classroom Teacher	Kristina Dodson	Second Grade
Classroom Teacher	Sharon Matthews	Third Grade
Classroom Teacher	Ann Jablonski	Fourth Grade
Classroom Teacher	Holly Montemayor	Other Certified
Paraprofessional	Sandra Martinez	Paraprofessional
Classroom Teacher	Elizabeth Hall	Special Education
Classroom Teacher	Rhonda Welch	Intervention Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		BFU, Overtime, Fixed	\$21,405.33
1	1	2		At Risk	\$2,860.33
1	1	4		Special Education	\$1,162.00
1	1	7		GT	\$1,235.00
1	2	1		Bilingual/ESL	\$2,967.00
1	3	1		BFU	\$18,179.33
1	3	2		At Risk	\$1,130.33
1	3	3		GT	\$1,235.00
1	3	4		Special Education	\$1,162.00
1	4	1		BFU	\$18,179.34
1	4	2		At Risk	\$1,130.34
Sub-Total					\$70,646.00
Budgeted Fund Source Amount					\$70,646.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Title I Instructional Materials	\$6,896.98
1	1	1		Plan4Learning	\$550.00
1	1	3		Title I Instructional Coach	\$81,678.78
1	1	4		Title I Instructional Paraprofessional	\$226,843.07
1	1	6			\$15,000.00
1	1	8		Title I High Impact Supplemental	\$21,930.74
1	3	1		Title I Instructional Materials	\$6,896.98
1	4	1		Title I Instructional Materials	\$6,896.99
4	1	1		Title I Parent Component Funds	\$3,651.34
4	1	1		Title I Parent Coordinator	\$21,365.82

211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$391,710.70
Budgeted Fund Source Amount					\$391,710.70
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		Title 3 Bilingual/ESL	\$2,677.50
1	3	6			\$442.30
Sub-Total					\$3,119.80
Budgeted Fund Source Amount					\$3,119.80
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$207,629.00
1	3	2			\$195,393.00
Sub-Total					\$403,022.00
Budgeted Fund Source Amount					\$403,022.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$5,400.00
Sub-Total					\$5,400.00
Budgeted Fund Source Amount					\$5,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$873,898.50
Grand Total Spent					\$873,898.50
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District
Turner Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Pasadena ISD Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Turner Mission Statement

**We are developers of successful lifelong learners...
creating a positive, student-centered learning environment
for an ever changing world.**

Vision

Pasadena ISD Vision Statement

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Turner Vision Statement

We will work together as a school community to support students as they strive to achieve high expectations and persevere through various challenges.

Collective Commitments

- **We will be positive role models that demonstrate professionalism, enthusiasm and a growth mindset as we push towards high expectations for our students and ourselves.**
- **We will provide a supportive school atmosphere where everyone, including students and staff, feels emotionally, physically and intellectually safe.**
- **We will foster positive relationships with students, staff, parents, and our community.**
- **We will collaborate to implement a continuous cycle of improvement through data analysis and research based instructional strategies to strengthen the progress of individual students.**

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations.

It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Turner is still experiencing lower enrollment as compared to the last few years. Our demographics are staying fairly stable. Our GT population has increased from 4% to 6%, and our Special Education population has increased from 10% to 16%. Our LEP numbers are low due to not having a BIL program on campus. Our Free/Reduced Lunch numbers have increased from 60% to 72%. Despite students being out due to a variety of illnesses, we have seen a increase in student attendance.

We created an Attendance Committee to put together a school wide incentive plan to help increase attendance. Data showed the most chronically absent students were in Pre-K and Kinder. We see about a 2% increase on the weekly attendance numbers over the year before.

Hispanic- 73%

White 17%

African American- 6%

Asian- 3%

Two or More- 1%

Free/Reduced Lunch: 72%

504- 2%

SPED- 16%

GT- 6%

LEP- 6%

Demographics Strengths

We have increased the number of GT students on campus.

We have seen an increase in student attendance since implementing the Attendance Matters incentives.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): STAAR data across all grade levels and subject areas show that not all of our school populations are meeting district and state standards. **Root Cause:** Not effectively using data to drive Tier I instruction and interventions.

Student Achievement

Student Achievement Summary

For the the 2021-2022 school year, Turner "Met Standard" on the accountability rating and received two out of five distinction designations: Comparative Closing the Gaps and Comparative Academic Growth.

3rd Grade Math

Percent at Meets				
	2021	2022	2023	Change 22-23
State	30	42	44	+2
District	15	31	37	+6
Turner	20	40	37	-3

4th Grade Math

Percent at Meets				
	2021	2022	2023	Change 22-23
State	35	42	47	+5
District	18	32	41	+9
Turner	23	44	48	+4

3rd Grade Reading

Percent at Meets				
	2021	2022	2023	Change 22-23

Percent at Meets				
State	38	52	51	-1
District	25	45	46	+1
Turner	39	56	53	-3

4th Grade Reading

Percent at Meets				
	2021	2022	2023	Change 22-23
State	36	54	47	-7
District	23	47	38	-9
Turner	31	63	43	-20

Student Achievement Strengths

Our STAAR scores were above the district for Meets in both grade levels and subjects.

Students are showing growth on MAP scores across all contents in 2nd-4th grades

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Data shows students are still lacking foundational skills in Math, Phonics, and Comprehension. **Root Cause:** Essential skills are not being mastered and data

is not being used effectively to drive instruction.

School Culture and Climate

School Culture and Climate Summary

Parents, students and staff consistently report a high degree of satisfaction with the climate and culture at Turner Elementary. Turner is considered to be a very safe campus and our data supports that perception. Discipline referrals are very low when compared to other campuses and severe issues such as fighting, drugs, weapons and bullying are extremely rare. Office referrals indicate that reports are made in a manner that reflects the diversity of our student population.

Our Safe and Civil schools initiative and campus-wide CHAMPS implementation have had a positive impact in this area. Our continued implementation of the Conscious Discipline philosophy continues to impact our campus in a positive way.

The front office staff sets the tone for the building as parents and visitors walk in. They are very friendly and willing to go the extra mile to help anyone who needs it. Parents feel comfortable and welcomed.

We pride ourselves on building student leaders and provide several opportunities for students to demonstrate their leadership skills. We have students that help with the flags every day and a Student Council that works on a monthly community service project. We also offer a variety of clubs and organizations for students to participate in.

Safety has always been a top priority at Turner, and it will continue to be a focus. All classroom and pod doors will remain locked all day. Weekly exterior door checks will be conducted by administrators. Our school visitor protocol has been revised and enforced with every visitor. Our PISD police department sends an officer every day to walk the campus and help ensure a safe campus. We practice all of our required safety drills and teach students about the procedures. Our entire staff completed the ALICE training last year. We implemented the Raptor Alert app to be able to quickly share information in an emergency and make sure our students are safe.

School Culture and Climate Strengths

We put students first.

We offer a variety of student activities.

School wide procedures are tweaked for efficiency and implemented school wide.

Administration is highly visible on campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to teacher surveys, over 10% of responses reflected negative interactions among staff involving professional accountability, kindness, or collaboration. **Root Cause:** There is minimal interaction between colleagues across different grade levels and personal responsibility to be a professional.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Most teachers meet federal guidelines as Highly Qualified in their teaching field. We do have some Classroom Facilitators that are well on their way to being Highly Qualified before the end of the school year. Paraprofessionals also meet the Highly Qualified standard in all instructional positions. Staff attendance rates and retention continue to be very high. Staff members are committed to each other and to the success of our campus. New staff members are assigned a mentor or a buddy that has similar teaching assignments and have common planning periods. Teachers new to teaching are offered a variety of ETP courses and campus level support to transition them into teaching. District FOCUS meetings provide training for both new and experienced teachers, specifically on the nine week's timeline, curriculum alignment, learning platforms, and best practices. Staff turnover is very minimal and is typically due to retirements or promotions to other district positions. All professional staff are expected to participate in campus level Professional Learning Communities (PLCs) which foster a sense of empowerment and belonging that increase morale and teamwork. There are several leadership opportunities provided to teachers who want to grow and expand beyond teaching in the classroom. We have a good distribution of different experience levels across grade levels which provide a good balance of services for students.

Staff Quality, Recruitment, and Retention Strengths

We have high staff retention.

Teachers are trusted to do what is best in their classroom.

Teachers are qualified and trained.

Multiple opportunities are provided for staff to grow.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): According to teacher surveys, over 10% of responses reflected negative interactions among staff involving professional accountability, kindness, or collaboration. **Root Cause:** There is minimal interaction between colleagues across different grade levels and personal responsibility to be a professional.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our district has provided teachers with curriculum tightly aligned with state standards (TEKS) and 21st century learning skills. As part of this alignment initiative, instructional specialists, in conjunction with teacher input, created a district wide Scope and Sequence for every grade level/subject. It can be accessed on a Google site along with a plethora of resources supporting the Student Expectations being taught. The district has also committed massive funding to technology to ensure that students experience the challenges and benefits of 21st century classrooms. Administrators, through walkthroughs, observations, lesson plans, and conferencing ensure that curriculum alignment and rigorous instruction are taking place.

Student growth is measured through mClass, STAAR, TELPAS, MAP, and grade level common assessments. All assessments are aligned with the SEs and support more rigorous instructional strategies. Assessment results are then used to determine which SEs are to be targeted in small group instruction as well as within Planned Intervention and Enrichment (PIE Time) which has become a major part of the intervention process on our campus. Teachers also have access to DreamBox (K-2), STaR (1-4), BAS (K-4), MAP (2-4), Boost (K-2), and Waterford (K-4) as additional differentiation tools.

The instructional strategies, programs, and activities are supported by research based best practices; hands-on learning, Accelerated Reading, small group instruction, and leveled readers to name a few.

Curriculum, Instruction, and Assessment Strengths

Turner ranked in the top 10 schools in the district for Meets on 3rd and 4th grade STAAR.

4th grade math scores show the gaps are closing.

Met or exceeded MAP growth in Reading and Math in all grades

Third grade showed growth in reading levels over the course of the year.

PIE Time is streamlined and focused across all grade levels

Staff Development is offered at the district and campus level to enhance depth of instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Data shows students are still lacking foundational skills in Math, Phonics, and Comprehension. **Root Cause:** Essential skills are not being mastered and data is not being used effectively to drive instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Turner Elementary has an active Parent Teacher Organization (PTO). This group provides a great deal of support and makes many programs possible for our students. They also have a positive impact on our campus climate. They provide both financial support as well as volunteer hours in a vast array of areas. Parent communication is a priority and several modes of communication are part of our typical procedures. PTO meetings are held every other month include a performance by a specific grade level for that month. We will be hosting a Trunk or Treat in October and a Movie Night in December for students, families and the community. We will hold a STEAM night in the spring to highlight academics. Fall and spring choir/ensemble programs pack the house as well. Every 1st Monday is the Monday Mile Meet. Parents come and run/walk with their student on the track and log in their miles. There's always a great turnout by parents for any activity in which their students play a part. In the spring, we have our annual Health Fair in which there is tremendous response from community and business vendors to participate.

Our Counselor and Parent Coordinator work hand in hand to communicate to parents and volunteers and provide opportunities to be engaged along with sharing resources.

Parent and Community Engagement Strengths

Parents feel welcome and safe.

Parents want to be involved in the PTO and on campus.

Counselor/Parent Coordinator have great resources and work with all parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: According to the data, approximately 42% of parents surveyed indicate they want to attend meetings at the school, but they need them in the evening and need childcare. **Root Cause:** Our meetings have been taking place during the school day and child care has not been provided.

School Context and Organization

School Context and Organization Summary

Turner has a master schedule that allows for PIE Time to be built into every student's schedule daily. All students K-4 also get 30 minutes of PE and Music every day and a 20 minute recess. Our Safe and Civil team has created school wide procedures to make transitions more effective and create a sense of consistency and family across all grade levels. Our campus is a campus that families want their students to attend. We have a high transfer rate and a lot of our transfers are PISD employee's children.

We hold our campus to high expectations. We are focusing on Data Driven Instruction this year to ensure teachers are using data from assessments to adjust Tier I instruction, PIE Instruction, and small group instruction. We are revisiting all school wide procedures, emergency procedures, and discipline to ensure everything is as effective as it should be and that we are clearly communicating to staff, students, and families about how Turner functions.

PIE time is being staggered throughout the school day to allow to support staff to assist all grade levels instead of only being able to help one grade level.

School Context and Organization Strengths

School wide procedures are taught and implemented.

Maximized learning time for all with built in supports.

High Transfer student rate

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): PIE time is not being used effectively with data driven instruction or the appropriate support staff. **Root Cause:** Support staff was not able to work with all grade levels effectively due to PIE being scheduled for the entire school at one time.

Technology

Technology Summary

Turner Elementary is fortunate to have Smartboards for each classroom to continue the mission of our campus in preparing students for their career path, whether it be college or the workplace. Numerous professional development opportunities are available to staff either to improve instruction and student performance or productivity. Our district also has provided every teacher and student (PK-4) with a device to further support instruction as well as district initiatives. Our morning announcements are broadcast over ZOOM each morning and students take part in leading announcements.

Our faculty and staff are using Google Drive for campus wide communication. The Remind application is also another communication avenue used by the campus administration and teachers alike. We have an electronic School Calendar in Outlook that all staff members have access to. A weekly electronic newsletter is sent out to staff with important information and upcoming deadlines and events. There is a separate weekly electronic newsletter sent out to parents with important information and upcoming events. Our school web page and Facebook page remain active in our efforts to ensure ongoing communication with our school community. Our fourth grade team continues to implement the Personalized Learning (PL) program. PL has a three pronged approach: self-directed learning time (SDL) where students work on their individual focus areas, projects- where students work collaboratively on specific projects, and mentoring- where teachers meet one-on-one with their students each week to check on progress and help set goals for the next week, month, etc. Data is fluid and academic adjustments are immediate.

Technology Strengths

All classrooms are 1:1.

Teachers have Smartboards.

Technology liaison provides immediate troubleshooting for staff as well as staff development.

1:1 Tech on campus half of the week to assist with student device troubleshooting.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers are not using all forms of data to effectively drive instruction. **Root Cause:** Teachers have not had recent training on mClass or MAP testing, and are unsure which data and reports to use.

Priority Problem Statements

Problem Statement 1: Data shows students are still lacking foundational skills in Math, Phonics, and Comprehension.

Root Cause 1: Essential skills are not being mastered and data is not being used effectively to drive instruction.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: PIE time is not being used effectively with data driven instruction or the appropriate support staff.

Root Cause 2: Support staff was not able to work with all grade levels effectively due to PIE being scheduled for the entire school at one time.

Problem Statement 2 Areas: School Context and Organization

Problem Statement 3: According to teacher surveys, over 10% of responses reflected negative interactions among staff involving professional accountability, kindness, or collaboration.

Root Cause 3: There is minimal interaction between colleagues across different grade levels and personal responsibility to be a professional.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Teachers are not using all forms of data to effectively drive instruction.

Root Cause 4: Teachers have not had recent training on mClass or MAP testing, and are unsure which data and reports to use.

Problem Statement 4 Areas: Technology

Problem Statement 5: STAAR data across all grade levels and subject areas show that not all of our school populations are meeting district and state standards.

Root Cause 5: Not effectively using data to drive Tier I instruction and interventions.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals





Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: We will increase 3rd and 4th grade student achievement on Math and Reading STAAR from the 22-23 school year by 8% in all student groups at the meets performance level. Student groups include all students, special education, and African American.

HB3 Goal

Evaluation Data Sources: MAP Growth Data, Mock STAAR, Extended Day Data, STAAR Performance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will provide targeted small group tutoring to students who were not successful on STAAR in the previous year and students who are predicted to not make the "meets" standard on the upcoming STAAR during the school day and after school. Strategy's Expected Result/Impact: Students will increase their STAAR scores to a Meet level that is at or above the district and state level in all sub groups. Staff Responsible for Monitoring: Teachers, Admin, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title I A - Economically Disadvantaged Study - \$1,500, - 199 - General Fund - \$5,000, - State Compensatory Funds - \$3,446, - Extended Day/Tutorial - \$3,900	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will focus on Tier I instruction and use the district curriculum along with research based strategies to ensure students are learning the essential standards. Strategy's Expected Result/Impact: Students will increase their STAAR scores to a Meet level that is at or above the district and state level in all sub groups. Staff Responsible for Monitoring: Teachers, Admin, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$9,496.99, - 263 - Title III A - Bilingual Education, Language - \$55.46, - 199 - General Fund - \$30,000, - 211 - Title 1 A - Economically Disadvantaged Study - \$164,158.75, - State Compensatory Funds - \$3,704	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Retired Teachers will be hired to come in and tutor students struggling with reading and math skills. Strategy's Expected Result/Impact: These students will perform at higher levels on the STAAR test. Staff Responsible for Monitoring: Teachers, Admin, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$6,000	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: We will increase our reading and math levels by 10% in all grade levels by the end of the school year.

HB3 Goal

Evaluation Data Sources: Curriculum Committee Agendas and Minutes

Lesson Plans

MAP Data

mClass Data

Fact Fluency Trackers

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: We will work to have BIL certified teachers on campus to provide instruction for our BIL students. Staff Responsible for Monitoring: Kaatz, R. Wright Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June





Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use MAP and mClass data to form skill groups for small group instruction. Strategy's Expected Result/Impact: If we can target specific skills that students are lacking, then we can close gaps. Staff Responsible for Monitoring: Kaatz Wright Lagowski Hille Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$6,642	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use assessment data to guide instruction. Strategy's Expected Result/Impact: If teachers are making data driven instructional decisions, we can target students and help close gaps. Staff Responsible for Monitoring: Kaatz Wright Lagowski Hille Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$6,000	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: We will increase parent participation in parent workshops and/or trainings across all grade levels by 20% by the end of the school year.

Evaluation Data Sources: Parent Workshop Sign in Sheets
Parent Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide multiple opportunities for trainings. We will provide morning and evening trainings with child care offered in the evening. Strategy's Expected Result/Impact: If parents have more opportunities to attend trainings, they are more likely to attend. Staff Responsible for Monitoring: Cardenas, Kaatz, R. Wright, Venegas Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$26,922.14	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide multi-modal trainings for parents. Strategy's Expected Result/Impact: Parents have different learning styles. We need to provide visuals, handouts, make and takes, etc. Parents are more likely to use what they learn if they can interact with it. Staff Responsible for Monitoring: Cardenas, Kaatz, R. Wright, Venegas Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: supplies for parent trainings - 211 - Title 1 A - Economically Disadvantaged Study - \$2,009.06	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Provide parent and student incentives for attending the parent workshops. Incentives could be in the form of sock days or hat days for students, special open gym times, or raffle drawings for parents. Strategy's Expected Result/Impact: More parents may attend if they get something or their student earns something. Staff Responsible for Monitoring: Cardenas, Kaatz, R. Wright, Venegas Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: supplies and resources - 211 - Title 1 A - Economically Disadvantaged Study - \$557.07	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Safe and Civil will review all school wide procedures, emergency procedures, and discipline levels to ensure efficiency and effectiveness. We will communicate the procedures to staff and students and maintain implementation at 100%.

Evaluation Data Sources: Staff surveys
State safety mandates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Safe and Civil will meet monthly to go through procedures and make adjustments. Updated procedures will be introduced to the staff at faculty meetings. The Continuous Improvement Cycle will be used to continually assess the procedures.</p> <p>Strategy's Expected Result/Impact: If procedures are updated and communicated clearly, then they will be implemented well. This will help improve school safety and efficiency.</p> <p>Staff Responsible for Monitoring: Administration Safe and Civil Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP.</p> <p>Strategy's Expected Result/Impact: Students with disabilities will remain in classrooms and be exposed to the curriculum and supports.</p> <p>Staff Responsible for Monitoring: Administrators SPED Case Managers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Staff will be appropriately trained to handle situations whether to deescalate or restrain as a last option. Staff Responsible for Monitoring: Administrators Special Education Staff Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 3: We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will reduce the number of disruptive/aggressive behavior referrals from 26% to 21% by the end of the school year.

Evaluation Data Sources: Skyward Referral Data and Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselor will work with students who are displaying disruptive/aggressive behaviors. Strategy's Expected Result/Impact: If students can learn strategies to cope with their behavior is should minimize the behavior. Staff Responsible for Monitoring: Venegas, Wright, Kaatz Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development for teachers to cover strategies to work with students who have disruptive/aggressive behaviors. Strategy's Expected Result/Impact: Providing teachers more strategies will make them better equipped to handle the behaviors in class. Staff Responsible for Monitoring: Venegas, Wright, Kaatz Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage more males to participate in the Watch DOGS program. Strategy's Expected Result/Impact: If students see positive role models on campus, it should encourage positive behavior. Staff Responsible for Monitoring: Kaatz, Wright, McCauley Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: We will lower the percentage of staff dissatisfaction with the campus climate from 10% to 7% on our staff end of year survey for the 23-24 year by focusing on positive interactions between staff members specifically outside of the grade level.

Evaluation Data Sources: End of Year Staff Survey Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide more time on Campus Professional Development days for vertical alignment conversations. Strategy's Expected Result/Impact: If staff members are given more time to collaborate with staff members not in their grade level it should create a more open and collaborative working environment. Staff Responsible for Monitoring: Kaatz, Wright, Venegas, Hille, Lagowski Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a system where upper grade level classes have a buddy class in the lower grade levels. This buddy system could be used for social skills, reading, or math fluency. Strategy's Expected Result/Impact: Provide staff and students an opportunity to work with others outside their grade level. Staff Responsible for Monitoring: Kaatz, Wright, Venegas, Hille, Lagowski Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement at least one activity at each school wide meeting to help build positive connections between staff members. Strategy's Expected Result/Impact: Have staff members that do not work in the same grade level increase their positive interactions. Staff Responsible for Monitoring: Kaatz, Wright, Venegas, Hille, Lagowski Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$500	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

State Compensatory

Budget for Turner Elementary

Total SCE Funds: \$3,446.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Closing the gaps: Tier 2 and Tier 3 tutoring is provided through PIE (Planned Intervention and Enrichment) as well as through the hiring of retired Turner teachers to help our students close significant learning gaps.

Personnel for Turner Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, Tiffany	Teacher - Elementary School	1
Barker, Amber	Teacher - Elementary School	1
Caplan, Rebecca		1
Hille, Michelle	Campus Coach - All Levels	1
Keilers, Ashley	Teacher - Elementary School	1
Lagowski, Stephanie	Campus Coach - All Levels	1

Title I

1.1: Comprehensive Needs Assessment

Documented in Needs Assessment summary

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The Campus Leadership Team (CLT), which serves as our SBDM team, reviews and approves the plan. The entire faculty participated in the Campus Needs Assessment.

2.2: Regular monitoring and revision

The CLT periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. The CLT and faculty can also access our plan through our Faculty Handbook housed in a Google Site.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their Data PLCs to determine which students need additional help and/or enrichment. Tier 2 intervention groups are formed and students are provided the additional support they need to grow academically. Curriculum Committees meet each month to ensure that our campus is vertically aligned in relation to academic vocabulary, strategies, and our campus programs.

2.6: Address needs of all students, particularly at-risk

Many of the students at Turner are identified as At-Risk. Therefore, many of the strategies are designed specifically to support students in successfully meeting and mastering the state standards.

3.1: Annually evaluate the schoolwide plan

The faculty will meet annually to review the Campus Needs Assessment and develop goals to work on for the year. The Campus Leadership Team will monitor the data periodically throughout the year.

4.1: Develop and distribute Parent and Family Engagement Policy

Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers. These are distributed and reviewed with our parents on Curriculum Night. Teachers must contact the parents who do not attend in order to go over the compact with them.

4.2: Offer flexible number of parent involvement meetings

Turner offers a variety of Parent Workshops and events for parents and community members throughout the year. Some are academic and focused on student learning and some are social for students, families, and staff to build positive relationships.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Areli Cardenas	District Parent Coordinator		0.5
Ashley Keilers	Elementary Teacher		1
Stephanie Lagowski	Peer Facilitator (Campus Coach)		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2			\$30,000.00
1	2	2			\$6,642.00
1	2	3			\$6,000.00
4	1	3			\$500.00
Sub-Total					\$48,142.00
Budgeted Fund Source Amount					\$48,142.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,500.00
1	1	2			\$164,158.75
1	1	2			\$9,496.99
1	1	3			\$6,000.00
2	1	1			\$26,922.14
2	1	2	supplies for parent trainings		\$2,009.06
2	1	3	supplies and resources		\$557.07
Sub-Total					\$210,644.01
Budgeted Fund Source Amount					\$210,644.01
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$55.46
Sub-Total					\$55.46
Budgeted Fund Source Amount					\$55.46
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,446.00
1	1	2			\$3,704.00
Sub-Total					\$7,150.00
Budgeted Fund Source Amount					\$7,150.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,900.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
Grand Total Budgeted					\$269,891.47
Grand Total Spent					\$269,891.47
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> • Statement that dating violence will not be tolerated. • Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZvtn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Pasadena Independent School District

Williams Elementary

2023-2024 Campus Improvement Plan



Mission Statement

A world of endless possibilities

Vision

Every student who leaves Williams Elementary will be on target to graduate college and career ready.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

See Needs Assessment Addendum

Student Achievement

Student Achievement Summary

	WE	PISD
Kinder	43	52
Kinder Sp	64	61
1st Grade	60	42
1st Grade Sp	74	50
2nd Grade	65	59
2nd Grade Sp	79	64

2022-23 Percent At or Above Grade Level (BAS)

	WE 18	WE 19	WE 21	WE 22	WE 23	PISD 23	TX 23
3rd Grade Reading	36	39	37	42	26	46	51
3rd Grade Reading Sp	17	33	20	15	34	34	51
3rd Grade Math	28	43	16	17	22	36	54
3rd Grade Math Sp	17	33	10	24	22	33	44
4th Grade Reading	37	35	25	46	49	38	47
4th Grade Math	25	33	20	32	48	41	47

2022-23 Percent Meets Grade Level (STAAR)

Student Achievement Strengths

- BAS - Kinder Sp, 1st Grade, 1st Grade Sp, 2nd Grade Sp equal to or above district
- STAAR - 3rd Grade Math, 3rd Grade Reading Sp, 4th Grade Math, 4th Grade Reading equal to or above WE 2022
- STAAR - 3rd Grade Reading Sp, 4th Grade Math, 4th Grade Reading equal to or above district

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Percentage of Kinder students reading at or above grade level is lower than district. Percentage of 3rd Grade students meeting expectations in math and reading is lower than district (except 3rd Grade Reading Sp). **Root Cause:** Inconsistent instruction due to resignation of teacher; Significant instructional gaps caused by COVID loss of learning.

School Culture and Climate

School Culture and Climate Summary

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

See Needs Assessment Addendum

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

See Needs Assessment Addendum

Parent and Community Engagement

Parent and Community Engagement Summary

See Needs Assessment Addendum

Parent and Community Engagement Strengths

- Parents feel welcome and well informed.
- Students feel safe.
- Teachers and staff members care about students and want them to succeed.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The school does not provide volunteer opportunities. **Root Cause:** Safety protocols lowered volunteer opportunities.

School Context and Organization

School Context and Organization Summary

	PK	K	1	2	3	4	
7:45	Mentoring	Mentoring	Mentoring	Mentoring	Mentoring	Mentoring	7:45
8:00					PIE		8:00
8:15							8:15
8:30			Ancillary				8:30
8:45							8:45
9:00	PIE						9:00
9:15							9:15
9:30		PIE		Ancillary			9:30
9:45							9:45
10:00						PIE	10:00
10:15							10:15
10:30	Lunch					Ancillary	10:30
10:45		Lunch					10:45
11:00			Lunch				11:00
11:15				Lunch			11:15
11:30							11:30
11:45					Lunch	Lunch	11:45
12:00	Ancillary						12:00
12:15							12:15
12:30			PIE				12:30
12:45		Ancillary					12:45
1:00							1:00
1:15							1:15
1:30							1:30
1:45					Ancillary		1:45
2:00							2:00
2:15				PIE			2:15
2:30							2:30
2:45							2:45

Priority Problem Statements

Problem Statement 1: Percentage of Kinder students reading at or above grade level is lower than district. Percentage of 3rd Grade students meeting expectations in math and reading is lower than district (except 3rd Grade Reading Sp).

Root Cause 1: Inconsistent instruction due to resignation of teacher; Significant instructional gaps caused by COVID loss of learning.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The school does not provide volunteer opportunities.

Root Cause 2: Safety protocols lowered volunteer opportunities.

Problem Statement 2 Areas: Parent and Community Engagement

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 1: 75% of students in kindergarten will master grade level phonics skills.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: anecdotal notes, Boost, mCLASS

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will review classroom phonics skills with Reading Instructional Coach and Reading Intervention Teacher at least twice per nine weeks and discuss instructional strategies. Strategy's Expected Result/Impact: Increase percentage of students in K mastering grade level phonics skills. Staff Responsible for Monitoring: Principal & AP Funding Sources: - 199 - General Fund - \$15,026, - 211 - Title 1 A - Economically Disadvantaged Study - \$161,370.75, - 263 - Title III A - Bilingual Education, Language - \$814.38, - State Compensatory Funds - \$105,638	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Increase percentage of students in grade 3 meeting math and RLA STAAR expectations by 20%.

3rd Grade Reading - From 26% to 31%

3rd Grade Math - From 22% to 26%





3rd Grade Math Sp - From 22% to 26%

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Common Assessments, CBA, MAP, Mock STAAR, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will collaborate with PLTs to select Essential Standards and Learning Targets and discuss instructional strategies. Strategy's Expected Result/Impact: Increase percentage of student in grades 3 meeting math and RLA STAAR expectations. Staff Responsible for Monitoring: Principal & AP Funding Sources: - 199 - General Fund - \$15,026, - 211 - Title I A - Economically Disadvantaged Study - \$161,369, - 263 - Title III A - Bilingual Education, Language - \$813, - State Compensatory Funds - \$105,638	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will review Essential Standard and Learning Target BSBS (By Student, By Standard) data with PLTs, discuss instructional strategies and form Tier 2 math and reading intervention groups. Strategy's Expected Result/Impact: Increase percentage of student in grades 3 meeting math and RLA STAAR expectations. Staff Responsible for Monitoring: Principal & AP Funding Sources: - 199 - General Fund - \$15,025, - 211 - Title I A - Economically Disadvantaged Study - \$161,369, - 263 - Title III A - Bilingual Education, Language - \$813, - State Compensatory Funds - \$105,638, - Extended Day/Tutorial - \$4,200	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Eduphoria Strive (ESL Institute Completion), SBEC ESL Certification

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: SBEC Bilingual Certification

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Increase percentage of parents who strongly agree or agree that the school provides opportunities for them to volunteer by 10%.

District Objective:
Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent Engagement Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer at least 4 volunteer opportunities per nine weeks. Strategy's Expected Result/Impact: Increase percentage of parents who strongly agree or agree that the school provides opportunities for them to volunteer. Staff Responsible for Monitoring: Parent Coordinator Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Skyward (Discipline)

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: CPI Certification, Restraint Data

State Compensatory

Budget for Williams Elementary

Total SCE Funds: \$328,027.00

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

--

Personnel for Williams Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Almanza Flores, Nancy	Paraprofessional - Instructional	1
Argueta, Maritza	Teacher - Elementary School	1
Calderon, Alyssa	Coordinator - ACE	1
Cespedes, Odill	Teacher - Elementary School	1
Cuellar, Yuliana	Teacher - Elementary School	1
Evans, Lashondra		1
Garza, Jessica	Campus Coach - All Levels	1
Kelton, Kimberly	Campus Coach - All Levels	1
Marroquin, Esmeralda	Counselor - Elementary School	1
Martinez Jurado, Cintia	Teacher - Elementary School	1
Martinez, Jessica	Teacher - Elementary School	1
Martinez, Norma	Teacher - Elementary School	1
Phillip Loyd, Anuska	Teacher - Elementary School	1
Reyna, Jessica	Teacher - Elementary School	1
Vargas, Dulce	Paraprofessional - Instructional	1
Veach, Tori	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dulce Vargas	Elementary Aides		1
Esmeralda Marroquin	Elementary Counselor		0.5
Jessica Garza	Peer Facilitator (Campus Coach)		1
Jessica Martinez	Dyslexia Teacher Elementary & Middle		1
Kimberly Kelton	Peer Facilitator (Campus Coach)		1
Liliana Rios	District Parent Coordinator		0.5
Nancy Almanza Fores	Elementary Aides		1
Odill Cespedes	Elementary Teacher		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$15,026.00
1	2	1			\$15,026.00
1	2	2			\$15,025.00
Sub-Total					\$45,077.00
Budgeted Fund Source Amount					\$45,077.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$161,370.75
1	2	1			\$161,369.00
1	2	2			\$161,369.00
4	1	1			\$3,000.00
Sub-Total					\$487,108.75
Budgeted Fund Source Amount					\$487,108.75
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$814.38
1	2	1			\$813.00
1	2	2			\$813.00
Sub-Total					\$2,440.38
Budgeted Fund Source Amount					\$2,440.38
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$105,638.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$105,638.00
1	2	2			\$105,638.00
Sub-Total					\$316,914.00
Budgeted Fund Source Amount					\$316,914.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$4,200.00
Sub-Total					\$4,200.00
Budgeted Fund Source Amount					\$4,200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$855,740.13
Grand Total Spent					\$855,740.13
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Demographics

120 - WILLIAMS ELEMENTARY

Code	Grd	Ethnicity Code								Sex		Special Program																			
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT-7	Cont Enr	Total	
All Stdnrs	EE	0	0	4	0	0	0	0	0	4	0	0	4	2	0	0	0	0	0	0	2	4	4	2	0	0	0	0	0	4	
	PK	0	1	44	0	0	1	1	0	24	23	0	2	19	0	0	0	0	0	0	18	47	44	30	1	0	0	0	0	47	
	KG	0	2	69	0	0	0	3	0	40	34	0	13	32	0	0	0	1	0	0	30	74	71	53	1	0	0	0	0	74	
	01	0	3	62	1	0	2	2	0	30	40	7	16	25	0	0	1	2	1	0	25	70	62	55	0	0	0	0	0	70	
	02	0	0	74	0	0	0	0	0	33	41	4	12	33	0	0	1	1	0	1	30	74	69	58	0	1	0	0	0	74	
	03	0	5	79	0	0	1	2	0	38	49	6	11	37	0	0	0	0	1	0	32	87	72	68	7	6	0	0	73	87	
	04	0	2	81	0	0	0	2	0	48	37	8	19	37	0	0	0	0	0	0	32	85	74	67	4	9	0	0	66	85	
	Total	0	13	413	1	0	4	10	0	217	224	25	77	185	0	0	2	4	2	1	169	441	396	333	13	16	0	0	139	441	
	%	0.0%	2.9%	93.7%	0.2%	0.0%	0.9%	2.3%	0.0%	49.2%	50.8%	5.7%	17.5%	42.0%	0.0%	0.0%	0.5%	0.9%	0.5%	0.2%	38.3%	100.0%	89.8%	75.5%	2.9%	3.6%	0.0%	0.0%	31.5%	100.0%	

Staff Quality, Recruitment, and Retention

Retention Rate Elementary Teachers 2022 I

(T05's,T07's,T08's)

Elementary locations only

Loc	Begin Count 2022 Lawson	End Count 2023 Lawson	Retention Rate %
120	33	26	78.79
Total	1,541	1,283	83.26

Curriculum, Instruction, and Assessment

	PK	K	1	2	3	4	
7:45	Mentoring	Mentoring	Mentoring	Mentoring	Mentoring	Mentoring	7:45
8:00					PIE		8:00
8:15							8:15
8:30			Ancillary				8:30
8:45							8:45
9:00	PIE						9:00
9:15							9:15
9:30		PIE		Ancillary			9:30
9:45							9:45
10:00						PIE	10:00
10:15							10:15
10:30	Lunch						10:30
10:45							10:45

Popularized by Rick DuFour, the four critical questions of a PLC include:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

A	B	C	D	E	F	G	H	I	
			1st Nine						
			2.4A Recall basic facts to subtract within 20 with automaticity.	2.2B Use standard, word, and expanded forms to represent numbers up to 500.			2.2D Use place value up to 500 using cc s		
			Count on (+1,2,3) with a number path	Count back (-1,2,3) with a number path	Use standard form to represent numbers up to 500.	Use word form to represent numbers up to 500.	Use expanded forms to represent numbers up to 500.	use place value to compare whole numbers up to 500 using comparative language	
Student	Homeroom	ACC							
	Veach		X	X			X	X	
	Veach		X	X	X		X		
	Veach		X	X	X			X	

Parent and Community Engagement

Williams Elementary		134 Surveys		
To what extent do you agree with the following statements about your students school?	% Strongly Agree	% Agree	% Disagree	%Strongly Disagree
When I visit the campus, I feel welcomed, respected, and encouraged to come back.	73%	24%	2%	2%
School personnel keeps me well informed about my student's academic performance.	61%	30%	6%	3%
School personnel keeps me well informed about my student's behavior.	62%	28%	5%	5%
I feel comfortable talking to school personnel about my student.	66%	28%	3%	3%
I feel comfortable talking to school personnel about school concerns.	58%	35%	3%	3%
School personnel answers my questions.	62%	33%	3%	3%
School personnel provides guidance for families.	57%	35%	6%	2%
My student feels safe at school.	62%	35%	2%	2%
The school provides opportunities for me to volunteer.	51%	36%	10%	3%
The school invites me to attend or participate in school activities.	68%	28%	3%	1%
Teachers and staff members on this campus care about students.	66%	29%	4%	1%
Teachers and staff members on this campus want students to succeed.	69%	27%	3%	1%
The school places emphasis on providing students with appropriate instruction and intervention to ensure mastery of grade level academic skills.	63%	34%	3%	1%
The school provides enrichment that allows students to explore topics they are interested in.	59%	36%	3%	2%
Students have opportunities to use a variety of technology tools to gain knowledge and demonstrate learning.	58%	37%	4%	1%
The school offers opportunities for students to participate in music or art.	61%	33%	5%	1%
The school offers opportunities for students to be involved in wellness and physical education activities (i.e. recess, PE, sports events).	69%	30%	0%	1%
My student is learning about options for college and careers.	41%	39%	18%	2%

Pasadena Independent School District
Young Elementary
2023-2024 Campus Improvement Plan

Mission Statement



Mission Statement

Mission Statement

Young Elementary is a safe place that fosters a growth mindset where all students learn core values to be successful in life.

Empower students to be collaborative and self-directed in their learning.

Students will contribute to our world by engaging in a rigorous curriculum and relevant experiences.

Build positive relationships with all stakeholders in our school family.

Embrace the uniqueness of each individual.

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Young Elementary students will be actively engaged and offered opportunities that will guide them to achieve their full potential.

Provide a 21st-century learning environment for all students, regardless of gender, ethnicity, disability, or socioeconomic status.

Challenge all students to achieve their full potential.

Everyone has purpose, worth, and dignity.

Building positive, meaningful relationships with students, staff, parents, and the community.

Learning is lifelong and unique to the individual.

Feeling safe enhances the ability to learn.

Change is natural and continuous.

Each person is responsible and accountable for the choices he or she makes.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable, and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.	27
Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.	28
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.	29
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Comprehensive Needs Assessment

Revised/Approved: September 8, 2023

Demographics

Demographics Summary



Young Elementary serves students in grades Pre-K through Fourth grade, Success, and Language Lab. The enrollment at Young is currently 591 students, but enrollment fluctuates daily due to our high mobility rate. Students are zoned to Young from 8 apartment complexes, several trailer parks, limited residential homes, a Homeless Shelter (The Bridge), and a transitional apartment complex associated with the Homeless Shelter.

The mobility rate at Young is currently 31%. This rate is impacted by the families that enter The Bridge, low-income housing, and the apartment complexes. Their stay at the facility can range from a few days to 30, 60, or 90 days. There has also been a noticeable increase in the number of students who have moved in with other families.

Students attending Young are predominately Hispanic (88.4%), along with a small percentage of African American (8.3%) and White (2.9%). The Gifted and Talented population is at 4.2%. The At-Risk population is at 89.1% and participation in Bilingual/ESL Education is at 57.4%. Our Special Education population is currently at 13.0% and the Economically Disadvantaged population at 91.9% showing a consistent increase over the past several years. Our attendance rate has stayed steady at 93%.

GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	Cont Enr
54.2%	13%	60.3%	0.2%	0.2%	6.2%	7.8%	4.2%	0	57.4%	100	91%	89.1%	.9%	1.4%	23.7%

Demographics Strengths

- Bilingual and ESL classes
- Identification and monitoring of special populations (ELL, spec. ed., econ. disadvantage, G/T)
- Universal Screeners to be proactive in support of students.
- Monitor and provide interventions for all student subgroups
- Strong Intervention Team and process
- Homeless case manager
- Monitor and provide support for 504/dyslexia students
- Parent meeting to discuss Title 1 program
- Instructional Campus Coaches/Title 1 paraprofessional
- Extended Day through the ACE Program
- Tutoring and enrichment (W.I.N. Time))
- Zone time for targeted tutoring (W.I.N. Time)
- Parent communication in English and Spanish
- CIS support for behavior support with our Trauma-based students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely affect a student's academic growth. **Root Cause:** Due to the mobility rate of 48.3% students have learning gaps due to missed Instructional opportunities caused by instability of home lives.

Student Achievement

Student Achievement Summary

Approaches:

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	25	36	30	-6	25%	45%	46%	+1	38%	52%	51%	-1
3rd Grade Reading Sp		16	24	+8	27%	28%	34%	+6	24%	25%	51%	+2
3rd Grade Math	13	14	14	-	15%	31%	31%	=	30%	42%	44%	+2
3rd Grade Math Sp		11	12	+1	19%	31%	33%	+2	14%	42%	44%	+2
4th Grade Reading	16	30	13	-17	23%	47%	38%	-9	36%	54%	47%	-7
4th Grade Math	5	25	0	-25	18%	32%	41%	+9	35%	42%	47%	+5

Meets:

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	25	36	30	-6	25%	45%	46%	+1	38%	52%	51%	-1
3rd Grade Reading Sp		16	24	+8	27%	28%	34%	+6	24%	25%	51%	+2
3rd Grade Math	13	14	14	-	15%	31%	31%	=	30%	42%	44%	+2
3rd Grade Math Sp		11	12	+1	19%	31%	33%	+2	14%	42%	44%	+2
4th Grade Reading	16	30	13	-17	23%	47%	38%	-9	36%	54%	47%	-7
4th Grade Math	5	25	0	-25	18%	32%	41%	+9	35%	42%	47%	+5

Masters

Grade/Subject	Campus				District				State			
	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-	20-21	21-22	22-23	+/-
3rd Grade Reading	25	36	30	-6	25%	45%	46%	+1	38%	52%	51%	-1
3 rd Grade Reading Sp		16	24	+8	27%	28%	34%	+6	24%	25%	51%	+2
3 rd Grade Math	13	14	14	-	15%	31%	31%	=	30%	42%	44%	+2
3 rd Grade Math Sp		11	12	+1	19%	31%	33%	+2	14%	42%	44%	+2
4 th Grade Reading	16	30	13	-17	23%	47%	38%	-9	36%	54%	47%	-7
4 th Grade Math	5	25	0	-25	18%	32%	41%	+9	35%	42%	47%	+5

Student Achievement Strengths

Student Achievement Strengths

W.I.N Time (What I Need)

Targeting specific needs of students through tutoring and enrichment

Focus on rigor and relevance

Common team planning time

District curriculum, timelines, resources, and common assessments

Small group instruction in lower grade levels

Common assessments

Texas Reading Academy to help support closing the gaps.

Students tracking their own growth as a priority.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: High mobility rates adversely affect a student's academic growth. **Root Cause:** Due to the mobility rate of 48.3% students have learning gaps due to missed

Instructional opportunities caused by instability of home lives.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

School Culture and Climate Summary Priorities:

Continue with the implementation of Conscious Discipline and Safe and Civil Schools strategies

Conduct staff, parent, and student surveys

Increase positive school image and branding through publicity (Facebook, Twitter, Instagram, etc.)

School Culture and Climate Strengths

School Culture and Climate Strengths

Student and staff recognition

Students come first

Friendly atmosphere

Family-oriented environment

Conscious Discipline

Safe and Civil Schools

Well maintained building

Respectful staff and students

Student leadership opportunities

Video Announcements

Yellow Jacket Safety Patrol

Courtesy committee

Multicultural events

End of Year Celebrations

ALICE Training for the entire staff

Parent Title 1-Coordinator

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: High mobility rates adversely affect a student's academic growth. **Root Cause:** Due to the mobility rate of 48.3% students have learning gaps due to missed Instructional opportunities caused by instability of home lives.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

Have a Highly Qualified Teacher in every classroom

Have only Highly Qualified Paraprofessionals to work with students

Create an environment where people want to stay and not leave to have consistency in the building Encourage more staff to seek and obtain their G/T and ESL certification

Staff Quality, Recruitment, and Retention Strengths

All Staff are Highly qualified based on TEA guidelines.

Maintain a low turn over rate of employees.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): This school year we had to file waivers or exceptions for one teacher serving Emergent Bilingual Students for the 2023-2024 school year who are not properly certified as a Bilingual or ESL teacher, **Root Cause:** A low number of fully certified bilingual teachers.

Problem Statement 2 (Prioritized): Inexperienced teachers need additional mentorship and support **Root Cause:** Inexperienced teachers need extra support through coaching cycles and mentoring programs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities:

Follow district scope and sequence school-wide

Administer MAP assessments (2nd-4th) and district assessments and use data from assessments to drive instruction

Use common assessment to monitor student progress

Use various sources of data to develop tutoring and enrichment groups

Instructional coaches collaborate with teachers on curriculum and instruction

Provide time and resources for PLCs

Develop and meet on the vertical alignment of Math and Reading Essential Standards

Standards-based grading and report cards

Continue to provide professional development for guided reading and intervention for Basic Reading Skills Continue to implement Fact Fluency commitment throughout the year.

Curriculum, Instruction, and Assessment Strengths

District curriculum, time-lines, assessments, and resources

Beginning, middle, and end of the year MAP assessments for 2nd-4th grade

Horizontally and vertically aligned curriculum

Team collaboration and planning

Grade Level PLCs

District trainings and professional development

Campus coaches as instructional content specialist and coaches

Highly qualified staff

Easily accessible data to use to guide instruction

Leveled Library

Instructional Technology

Daily tutoring and enrichment in all grade levels (W.I.N.)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): This school year we had to file waivers or exceptions for one teacher serving Emergent Bilingual Students for the 2023-2024 school year who are not properly certified as a Bilingual or ESL teacher, **Root Cause:** A low number of fully certified bilingual teachers.

Problem Statement 2: High mobility rates adversely affect a student's academic growth. **Root Cause:** Due to the mobility rate of 48.3% students have learning gaps due to missed Instructional opportunities caused by instability of home lives.

Parent and Community Engagement

Parent and Community Engagement Summary

Through our parent survey we identified the following needs for Parent and community needs:

Training for staff and volunteers to develop successful partnerships.

Increase parental and community involvement.

Increase the number of business partnerships.

Solicit input from parents on the desired training they would like to have at our campus.

Create an open-door policy for our parents and community members.

Parent and Community Engagement Strengths

Community Nights and events

Phone Call system

Campus Website

Remind/Facebook/Twitter/Class Dojo/Peachjar/Skyward e-mails/Skylert

Title 1 Parent Meeting

Dyslexia Parent Meeting

Parent Orientations

Community technology and educational classes

Beginning and Middle of the Year Parent Conference

Parent, Teacher, Student Compacts

Volunteers

Career Day

Student Programs

Community publicity

Parent communication in English and Spanish

School Context and Organization

School Context and Organization Summary

Review traffic patterns and arrival and dismissal procedures for safety and efficiency

Consistent school-wide implementation of Conscious Discipline and CHAMPS

A secure and safe building

Monthly safety drills.

School Context and Organization Strengths

Effective School Framework

Weekly Leadership Team Meetings

Monthly leadership and Committee meetings

Safe and Civil Schools

Conscious Discipline

Bullying Awareness

Student Helpers

Master Schedule

Fire and safety drills

Visitor check-in system

School Coordinated Health Advisory Committee

Crisis Committee

Community Health Fair

Health, Fitness, and Nutrition emphasis

Secure entrance in which all visitors must go to the office before entering the rest of the building

Bus procedures to account for every student who rode a specific bus

ALICE training for the entire staff

SBDM meets every month

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): This school year we had to file waivers or exceptions for one teacher serving Emergent Bilingual Students for the 2023-2024 school year who are not properly certified as a Bilingual or ESL teacher, **Root Cause:** A low number of fully certified bilingual teachers.

Technology

Technology Summary

Embed technology into instruction to increase student use and productivity

Increase use of digital resources to include eBooks, eReaders, ipads, Chromebooks,etc.

Provide professional development on the use of digital resources

Technology Strengths

21st-century technology classrooms and library

STEAM lab

VEX-Go program

Technology teacher

Technology professional staff development and trainings

1:1 device campus

Faculty and Staff One Note Handbook

Google and SeeSaw implementation

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. Technology on campus to help support instruct is outdated or not working. **Root Cause:** Limited budget to support.

Priority Problem Statements

Problem Statement 1: This school year we had to file waivers or exceptions for one teacher serving Emergent Bilingual Students for the 2023-2024 school year who are not properly certified as a Bilingual or ESL teacher,

Root Cause 1: A low number of fully certified bilingual teachers.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 2: Inexperienced teachers need additional mentorship and support

Root Cause 2: Inexperienced teachers need extra support through coaching cycles and mentoring programs.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

Goals

Revised/Approved: September 29, 2023

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: mCLASS composite scores, PK literacy data and math data will increase by 5% or more every assessment period. We will increase the average of meets/masters performance level for grades 3-4 Reading/Math STAAR by 5% or more for all students.

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: mclass (reading)
STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: When executing lessons, teachers regularly engage students in a variety of content-rich, complex, and meaningful tasks/texts, that will also encourage productive struggle, and discourse, and require evidence to support claims of their learning. Strategy's Expected Result/Impact: By May 2024, 100% of teachers engage students using techniques that encourage productive struggle such as the use of wait time, encouraging discourse, and requiring evidence to support claims. Staff Responsible for Monitoring: Classroom teachers, Coaches, Interventionists, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: General Funds - State Compensatory Funds - \$723,330, Planned 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Through the use of data teachers will be able to identify and remediate the areas of struggle for their students. Strategy's Expected Result/Impact: Student achievement gaps will close with targeted and specific instruction based on data. Staff Responsible for Monitoring: Certified teachers, Instructional Coaches, Specialist, and Administrators. Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$345,776.28, - 199 - General Fund - \$58,325, - 263 - Title III A - Bilingual Education, Language - \$4,561.84, - Extended Day/Tutorial - \$5,600	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees through differentiated learning opportunities.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow-through in sitting for the exam. Strategy's Expected Result/Impact: Increased staff certification to be in compliance with Federal Guidelines. Staff Responsible for Monitoring: Campus administrator Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance the development opportunities provided to educators and leadership opportunities grounded in the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 10%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social, and emotional needs. Providing the ACE/CIS/Young Family engagement programs after school. Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, CIS Coordinator, ACE Campus Coordinator Title I: 4.1, 4.2 Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$21,623.12, Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$3,919.02	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 1: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Decrease student's discipline referrals by 5% through PBIS/SEL-focused programming including, safe and civil schools, conscious discipline, and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus administrators, counselor, staff Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Special Education Restraint - Strategy: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Students will be restrained only as a last resort- Documentation will include strategies provided before a restraint occurred. Through pro-active strategies, a decrease in restraints will occur on our campus by 95%. Staff Responsible for Monitoring: Administrators/Case Managers/ Campus-Based Evaluators ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

State Compensatory

Budget for Young Elementary

Total SCE Funds: \$739,449.00

Total FTEs Funded by SCE: 18

Brief Description of SCE Services and/or Programs

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Personnel for Young Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Armenta, Janet	Teacher - Elementary School	1
Chapa, Cynthia	Teacher - Elementary School	1
Delgado, Maria	Teacher - Elementary School	1
Dominguez, Julissa	Paraprofessional - Instructional	1
Fernandez, Margarita	Teacher - Elementary School	1
Hernandez, Jennifer	Campus Coach - All Levels	1
Hernandez, Samantha	Teacher - Elementary School	1
Lively, Kali	Teacher - Elementary School	1
Lopez, Maria	Teacher - Elementary School	1
Lopez, Martina	Teacher - Elementary School	1
Moon, Karli	Teacher - Elementary School	1
Nguyen, Melody	Paraprofessional - Instructional	1
Paz, Stephanie	Teacher - Elementary School	1
Robles, Rosalba	Campus Coach - All Levels	1
Sanchez, Luis	Teacher - Elementary School	1
Sierra, Angelica	Teacher - Elementary School	1
Skinner, Valerie	Teacher - Elementary School	1
Stockdale, Sarah	Teacher - Elementary School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Hernandez	Peer Facilitator (Campus Coach)		1
Julissa Dominguez	Elementary Aides		1
Melody Nguyen	Elementary Aides		1
Rosalba Robles	Peer Facilitator (Campus Coach)		1
Roselyn Gutierrez	District Parent Coordinator		0.5
Stephanie Paz	Dyslexia Teacher Elementary & Middle		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$58,325.00
Sub-Total					\$58,325.00
Budgeted Fund Source Amount					\$58,325.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planned 4 Learning		\$550.00
1	1	2			\$345,776.28
4	1	1	Parent Coordinator	Title 1 Parent Coordinator	\$21,623.12
4	1	1	Parent Component Funds		\$3,919.02
Sub-Total					\$371,868.42
Budgeted Fund Source Amount					\$371,868.42
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$4,561.84
Sub-Total					\$4,561.84
Budgeted Fund Source Amount					\$4,561.84
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Funds		\$723,330.00
Sub-Total					\$723,330.00
Budgeted Fund Source Amount					\$723,330.00
+/- Difference					\$0.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,600.00
Sub-Total					\$5,600.00
Budgeted Fund Source Amount					\$5,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,163,685.26
Grand Total Spent					\$1,163,685.26
+/- Difference					\$0.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 12, 2023 November 14, 2023 February 13, 2024 April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> ● September 12, 2023 ● November 14, 2023

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<ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> February 13, 2024 April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor “Say Something” program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

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<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence <ul style="list-style-type: none"> Statement that dating violence will not be tolerated. Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator Guidelines for students who are victims 	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

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17. Algebra 2 is not a graduation requirement <ul style="list-style-type: none"> TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester 	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability <ul style="list-style-type: none"> Accelerated Testers are those who take any EOC taken prior to entering 9th grade 	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p>21. CPR is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in CPR instruction at least once between 7th and 12th grade 	TEC 28.0023	<p>Executive Director, Curriculum & Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
<p>22. FAFSA is a graduation requirement</p> <ul style="list-style-type: none"> Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation 	HB 3 (2019)	<p>Executive Director, Curriculum & Instruction</p> <p>Director, College Readiness & Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
<p>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</p> <ul style="list-style-type: none"> Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation 	<p>SB 30</p> <p>TEA's Flashing Lights webpage</p>	<p>Executive Director, Curriculum & Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

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		HS Principals		
24. Stop the Bleed <ul style="list-style-type: none"> Instruction must be given to staff and offered to students 	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma <ul style="list-style-type: none"> Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS 	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023