

# **Brazosport Independent School District**

## **Freeport Elementary**

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



**Board Approval Date:** October 16, 2023

# Mission Statement

Freeport Elementary will educate the whole child to be future ready.

## Vision

The Freeport Elementary community will build a solid foundation for ALL students.

## Core Beliefs

Every child deserves the highest quality education.  
Everyone is accountable for student success.  
Collaborative partnerships are valuable.  
We value and support the contributions of our staff.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Freeport Elementary CEIC met on May 23, 2022 from 4:10-5:10p.m to review and update the Campus Needs Assessment (CNA). A parent flyer was shared prior to the event, and we did have one parent participate in our CNA process. First we discussed the process of the CNA by referring to a power point. The CEIC members were then divided up into groups to address the specific multiple measures of data. Each groups was provided access to the Freeport Elementary data folders, in Google Drive, containing all the pertinent information. Each group used a template to answer questions that were assigned to their group. Groups had a team leader, and the team leader set a time/date for time to complete the CNA process for their assigned area. During the review, the groups moved down the template answering the questions. Each group's answers were entered into their specific template. After documenting their answers, each group identified the strengths and challenges for their areas. They also wrote summary statements for each measure of data.

The CEIC met again on May 29th from 4:10-5:10 p.m. to report their findings. Each groups was given time to present their summaries , problem statements and their root cause analysis. After each group presented, the team held discussion and approved each area. All members approved of all areas, and this completed the CNA process for Freeport Elementary.

In the future, the CEIC committee will meet within the first two weeks of school to review the CNA and CIP. Revisions may be needed at that time. The CEIC will meet again at the end of the first nine weeks of school to review progress. The CEIC committee will continue to meet every quarter to review progress.

# Demographics

## Demographics Summary

### Data Reviewed:

- [PEIMS Data Report 22-23](#)
- [Links to Prior Year TAPR Reports with Extended Data](#)
- [22-23 Student Attendance](#)
- [22-23 EOY Parent Survey](#)

### STUDENT & SCHOOL INFORMATION:

#### School Population by Grade Level

School Year	Student Total	Early Education Grade	Pre-Kindergarten Grade	Kindergarten Grade	1st Grade	2nd Grade
22-23	579	2.07%	19.52%	26.60%	25.04%	26.77%
21-22	529	3.21%	20.60%	24.95%	26.28%	24.95%
20-21	384	3.91%	20.05%	36.98%	39.06%	
19-20	480	3.33%	27.92%	32.71%	36.04%	
18-19	514	1.56%	26.85%	34.82%	36.77%	
17-18	552	2.11%	23.18%	35.06%	39.66%	
16-17	301	2.33%	23.59%	40.20%	33.89%	
15-16	347	1.73%	28.24%	31.70%	38.33%	

#### Student Enrollment by Ethnicity

School Year	White	Hispanic	African American	Two-or-More	American Indian – Alaskan Native	Asian	Native Hawaiian – Pacific Islander
22-23	14.16%	73.75%	8.46%	2.76%	.17%	.52%	.17%
21-22	12.85%	76.94%	6.43%	2.65%	.19%	.57%	.38%
20-21	13.80%	75.26%	6.51%	3.65%	0.00%	.78%	0.00%
19-20	12.71%	74.17%	8.96%	3.54%	.21%	.42%	0.00%
18-19	12.26%	73.74%	9.53%	3.31%	0.58%	0.58%	0.00%
17-18	9.20%	76.82%	9.20%	3.26%	0.77%	0.57%	0.19%
16-17	12.96%	77.08%	5.98%	3.99%	0%	0%	0%
15-16	14.99%	72.33%	7.20%	4.90%	0.58%	0%	0%

### Programs & Other Student Information

School Year	SPED	LEP	Gifted/ Talented	Homeless	Econ	At Risk
22-23	18.48%	33.12%	4.66%	3.28%	89.12%	59.93%
21-22	16.64%	33.84%	3.21%	3.21%	94.33%	76.56%
20-21	13.28%	32.03%	.52%	2.34%	91.15%	48.44%
19-20	10.42%	32.50%	1.46%	4.58%	79.17%	49.79%
18-19	9.53%	30.74%	.58%	7.98%	89.3%	38.13%

School Year	SPED	LEP	Gifted/ Talented	Homeless	Econ	At Risk
17-18	7.09%	35.82%	1.92%	10.15%	84.67%	45.21%
16-17	5.98%	37.54%	1.33%	8.64%	88.37%	43.85%
15-16	5.48%	31.41%	1.15%	9.80%	84.44%	45.82%

Freeport Elementary served students in Pre-K-2nd Grades for the 2022-2023 school year. Freeport Elementary is a diverse campus with a total current enrollment of approximately 579 students. It is a community school located in Freeport, Texas. Enrollment remained around 530 students during the past school year. The student population consists of 74% Hispanic, 14% white, 9% African American and 3% reporting two or more races. The current LEP population is approximately 34%, the current economically disadvantaged population is approximately 89%, and the at-risk population is approximately 60%.

Of the 579 students that are presently enrolled at Freeport approximately 26% are enrolled in Bilingual Education, 6% enrolled in ESL. The percentage of students identified as Gifted and Talented is 5% and the number of students identified to receive special education services is 19%. The majority of students served by Special Education staff are identified as Speech Impaired. Students identified as EcoD is 89% and Homeless is 3%.

The attendance rate for the 2022-23 school year was approximately 92%. This is the same as the previous year.

The approximate teacher to student ratio is 1 to 12. The ethnicity breakdown by percentages of our teachers is not representative of the ethnicity breakdown by percentages of our students. The average years experience of Freeport teachers is 11.2 years (compared to district average of 10.9 and state average of 11.2).

**STAFF INFORMATION:**

100% Highly Qualified Staff that are filled

2 teacher vacancies that were never filled this year (SPED)

Low Teacher Turnover

**PARENT INFORMATION:**

This year we had many different ways and activities in which parents could be involved such as:

Christmas parties

PTO

Dances

STEM Nights

Recitals  
Academic Nights  
Serve on committees  
Festival  
Bilingual Literacy Nights

We utilized Class Dojo as a means to communicate with our parents this year. Many teachers reported using Class Dojo was an effective way to communicate with parents. PK teachers prefer folders as a way to communicate.

Parent survey information was very positive on the parent surveys.

### **COMMUNITY INFORMATION:**

This year we were able to open the campus for many after school activities including STEM Nights, Academic nights and dances.

Parents were able to come visit for lunch and attend our 2nd grade field trip.

This year we had 2 open books fairs in which parents were invited to come and shop, along with Kinder graduation. At the end of the year, we had a community festival that was very well attended.

### **Demographics Strengths**

Based on campus data analysis the areas of strengths are identified and listed below:

- Diverse student population
- Positive parent and employee surveys
- Our at risk population decreased and our GT population increased.
- Enrollment has increased by about 40 students
- In spite of having a high number of students at risk and Eco D, student academic achievement was very high and students showed a lot of growth. Students did well on our EOY testing across the board.
- We were able to have more parental involvement opportunities this year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** More than 90% of our students are economically disadvantaged and come to school with significant learning gaps. **Root Cause:** Students are



not being exposed to foundational math and reading skills at home.

**Problem Statement 2 (Prioritized):** Chronic student attendance prohibits student learning. **Root Cause:** Parents have made a habit of not sending their child to school. Students with absences over 15, excused or not, are the concern.

# Student Learning

## Student Learning Summary

### Data Reviewed:

[22-23 Star Ren Data](#)

[22-23 TEMI-Kinder](#)

[22-23 DRA](#)

[22-23 PK Data Spreadsheet](#)

[22-23 CFA Data Kinder](#)

[22-23 CFA Data 1st](#)

[22-23 CFA Data 2nd](#)

[Test Tracking Forms](#) - End of Year Data

### EOY Achievement Results:

PK Goal-By EOY, 85% of PK students will identify 100% of upper and lower case letters and sounds on the PK assessment by using leveled guided reading groups, letters of the week instruction and hand signals for phonics.

By the end of the 22-23 school year, 85% of students will reach the following DRA levels by May 2023 and/or show a year's worth of growth.

Kindergarten-Level 4

1st-Level 18

2nd-Level 28

By the end of the 22-23 school year, 85% of Kinder-2nd Grade students will reach On Watch or At or Above on and/or a year's worth of growth compared to the beginning of the year on the district screener by May 2023.

By the end of the 22-23 school year, 85% of K-2nd Grade students will reach average or above average on TEMI.

### Student Learning Strengths

Supplemental funds used to fund personnel to support and implement interventions for students

Reading Interventions (LLI) contribute to student achievement

Consistent Math Interventions (TEMI) contribute to student achievement

DRA provides consistent and reliable data to improve reading instruction.

Aligned Curriculum positively impacts student achievement when implemented with fidelity and with an emphasis on rigor and student engagement

The addition of Saxon Phonics has greatly improved our student reading achievement. We also see consistency with the scope and sequence of Saxon Phonics.

Master Schedule focuses on resources and additional time needed for daily student interventions (PLC and RTI incorporated into the Master schedule).

Students who are struggling are included in Tier 2 and Tier 3 interventions. Students are seen thirty minutes to an hour for focused interventions for Reading and Math, based on need.

Students in PreK and Kindergarten, First and 2nd have shown a tremendous amount of growth in spite of interruptions of interventions due to the lack of substitutes. This situation causes paraprofessionals to be pulled from interventions.

Increased intervention and differentiation opportunities for students. Interventions are consistent and focused on student needs.

Digital and E-books for independent reading in classrooms increase students' interest in reading, fluency, and reading comprehension.

E-books that are accessed on the students' ChromeBooks will help our students to practice their reading skills on an individual basis.

Teachers have returned to hands-on and manipulative stations for small group learning.

Continue the program that assesses reading comprehension (DRA) on an individual basis, based on the student's individual reading level.

A math program that is based on spatial reasoning and problem solving skills (ST Math)

PD and PLCs are ongoing on campus.

Teachers are passionate about doing whatever it takes to help students achieve.

Common Formative Assessments (data) were created by teams of teachers. These assessments were used to help focus interventions on skills needed by students. Teachers used this information to know when students have mastered skills and when reteaching needed to occur.

We have gone much further into the TEKS with CFA coverage.

LLI lessons were created digitally to be shared among the teachers. These lessons made intervention targeted on specific skills students were lacking. This also saves time with lesson transition allowing for more time to be focused on the student.

RTI- systems for RTI have become streamlined and efficient. Conversations center on students and their progress using data to support findings.

Sharing of student data with Lanier Elementary ensures students who have been receiving support continue to receive services and will continue to receive interventions.

We were able to add additional staff with ESSER funds.

We were able to provide tutorials to grade levels PK-2nd to a large amount of students for 10 weeks after school.

Students enjoy the extra time and support that we provide to meet their needs.

Six staff members attended the RTI at Work Conference, bringing back vital information that helps our interventions.

A school wide testing team is in place to ensure consistency of evaluations that provide insight to student's understanding. Using the testing team allows for teachers to have uninterrupted teaching time.

Over the last few years, we have noticed second grade students achieving at high levels and surpassing district end-of-year reading expectations.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** More than 90% of our students are economically disadvantaged and come to school with significant learning gaps. **Root Cause:** Students are not being exposed to foundational math and reading skills at home.

**Problem Statement 2 (Prioritized):** Students are not as fluent as they need to be in reading. **Root Cause:** Students need opportunity to read at school.

**Problem Statement 3 (Prioritized):** Although time has been given for collaboration, staff will continue to need training in the Professional Learning Community process in order to gain new knowledge and learn new practices for student success, there remains inconsistency in how instruction is delivered. **Root Cause:** Varying levels of experience and understanding of learner-centered instructional practices.

**Problem Statement 4 (Prioritized):** Although there is vertical alignment of skills, teachers across grade levels are not having the conversations they need to meet the varied learning needs of the students. **Root Cause:** Time has not been created for teachers to meet vertically.

**Problem Statement 5 (Prioritized):** Common formative assessments are inconsistent in rigor and development across and within grade levels. **Root Cause:** The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.

**Problem Statement 6 (Prioritized):** Chronic student attendance prohibits student learning. **Root Cause:** Parents have made a habit of not sending their child to school. Students with absences over 15, excused or not, are the concern.

**Problem Statement 7 (Prioritized):** Students enrolling in FES are demonstrating more significant behavioral issues post-COVID 19. **Root Cause:** Students lack the social skills needed to function in a school environment.

**Problem Statement 8 (Prioritized):** FES is a Sustained Professional Learning Community in most but not all areas. **Root Cause:** Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.

# School Processes & Programs

## School Processes & Programs Summary

### Data Reviewed: Links have been updated

[22-23 Staff Data](#)

PLC Self Evaluation

RtI Data

[RtI Data Kinder 2022-2023](#)

[RtI Data 1st Grade 2022-2023](#)

[RtI Data 2nd Grade 2022-2023](#)

[Master Schedule 22-23](#)

Extra-Curricular Programs-describe

[Committee Sign Up 22-23](#)

[Student Attendance Data 22-23](#)

PBIS

[22-23 Staff Professional Development Data](#) - most staff have attended PLC conferences; describe other PD opportunities.

Freeport will serve Pre-Kindergarten, Kindergarten, First Grade, and Second Grade students for the 2023-2024 school year. Freeport's focus will be on early literacy and early numeracy with the goal of 85% second grade students leaving at or above grade level in reading and math or a year's worth of growth. Freeport teachers are committed to the frequent monitoring of students' progress and adjusting Tier I and Tier II instruction and Tier III interventions to meet this goal.

Freeport will continue a 1:1 technology implementation for teaching and learning. Freeport students will use electronic devices to learn at high cognitive levels and to produce quality evidence of learning at high levels.

Freeport Elementary implemented the BISD curriculum for an eleventh year in 2022-2023. The use of the aligned curriculum and collaborative lesson planning was evident in Pre-Kindergarten, Kindergarten, First Grade, and Second Grade evidenced by TPRI, STAR Ren, CLI(PreK), and TEMI screener results. Freeport will continue to focus on increasing collaboration among grade-level teachers in teaching and learning, data study, and interventions with Professional Learning Communities. Instructional staff will continue focusing on rigor and student engagement and implementing best practices and high-yield strategies. PLCs will provide opportunities for instructional staff to learn, implement, discuss, and improve on strategies and discuss student data. Targeted improvements are required in the 2023-2024 school year to improve student learning and achievement on screeners such as TPRI, STAR Ren, CLI(PreK) and TEMI, and TELPAS. Next year we will continue implementing interventions such as LLI for reading interventions and TEMI and Star Ren Math for Math assessment and intervention. The work of the Early Elementary Specialist to support new and returning teachers with instructional planning, mentoring, coaching, and modeling lessons, all of which were successful provisions of the reconstitution plan, will be continued.

Professional development focusing on Guided Reading implementation, student engagement, technology integration in the core subject areas, Sheltered Instruction Observation Protocol, math problem solving (ST Math), reading data through Accelerated Reader and student goals, continuing the implementation of Ellavation and high yield strategies increased awareness about responding to students' learning needs.

Professional development topics will reflect the needs of the students we serve such as Reading Academies and previously listed trainings. We will continue the district initiatives of Leveled Literacy Intervention and the Pathway program. Teachers report that training in Balanced Literacy and built-in PLC time has been beneficial to their classroom instruction.

### **School Processes & Programs Strengths**

We hire only highly qualified teachers and we have a mixture of seasoned and new teachers

New teachers partner with experienced mentor teachers

Teachers are placed where their strengths are

New teacher mentor program on-site; Monthly meetings after school; safe zone for help

Monthly Bilingual teachers' PLC meetings

PLC focuses on curriculum, instruction, data and interventions

Technology implementation with the guidance of our Library Media Specialist and 1:1 technology for our students

Instructional Support for teachers through our Early Elementary Specialist

Data-driven small group arrangement

Aligned Curriculum

Consistent Interventions

Literacy Library

Guided Reading Library and Small Group Readers

Training in and the use of leveled readers improved reading levels when implemented with fidelity

Training provided to teachers focused on high yield strategies and best practices for teaching and learning; PD target Early Childhood needs and Professional Learning Communities

E-books that assess reading comprehension on an individual basis, based on the student's individual reading level.

Staff members will attend the PLC conference-Summer 2023

Ongoing professional development opportunities for the Principal and Assistant Principal

Strong PBIS program

Learning is supported by understanding the emotional needs of the students

Observations(walkthroughs) by administrators, provide necessary support (interventions)

After-school tutorials to help with specific student needs.

PTO

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students enrolling in FES are demonstrating more significant behavioral issues post-COVID 19. **Root Cause:** Students lack the social skills needed to function in a school environment.

**Problem Statement 2 (Prioritized):** FES is a Sustained Professional Learning Community in most but not all areas. **Root Cause:** Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.

**Problem Statement 3 (Prioritized):** Chronic student attendance prohibits student learning. **Root Cause:** Parents have made a habit of not sending their child to school. Students with absences over 15, excused or not, are the concern.

**Problem Statement 4 (Prioritized):** Students are not as fluent as they need to be in reading. **Root Cause:** Students need opportunity to read at school.

**Problem Statement 5 (Prioritized):** Although there is vertical alignment of skills, teachers across grade levels are not having the conversations they need to meet the varied learning needs of the students. **Root Cause:** Time has not been created for teachers to meet vertically.

**Problem Statement 6 (Prioritized):** Common formative assessments are inconsistent in rigor and development across and within grade levels. **Root Cause:** The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.

# Perceptions

## Perceptions Summary

**Data Reviewed: Links have been updated.**

[22-23 EOY Parent Survey](#)

[22-23 EOY Support Staff Survey](#)

[22-23 EOY Teacher Survey](#)

Family Engagement Information - describe events  
LPAC / Parent Participation in ARD / PTO/Latino Literacy  
Participation in STEM Night, Dances, Academic Nights, etc.  
Staff Attendance Data-Need to update

[22-23 CEIC Data](#)

[21-22 Class Dojo and Facebook Data](#)

**We operate in a culture of collaboration. Sharing best practices and learning from each other are our campus expectations. We believe that all students can learn, and we work together to make sure that all students show growth and are successful.**

**We hold ourselves as professionals to high expectations, and we do the same for our students. As professionals, we are always learning about best instructional practices, and attend PD opportunities on and off-campus. We are continuous learners and bring those practices back to our team or grade levels so that all can benefit.**

**Parents feel very positive about their student's education and the communication between school and home.**

## Perceptions Strengths

- **Parents feel their students are being well prepared for the future.**
- **Teachers keeping parents well informed about their child's progress and activities**
- **Children feel safe at school**
- **Parent and teachers feel their children are successful learners**
- **Parents and staff report their children are being treated fairly at school.**
- **Most parents felt administration were available to talk to when needed**
- **Friendly and helpful front office staff**
- **Staff feels safe at school**
- **Teachers felt supported with classroom management and providing quality instruction**
- **Staff feel that PBIS was implemented with consistency and fidelity**
- **Parents felt support by teachers with child's learning**
- **Parents are highly satisfied with education.**



- **Staff appreciate the family environment.**
- **Safety and security audit reports a safe and welcoming environment.**

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is inconsistency in providing event information to parents in a timely manner. **Root Cause:** Communication processes need refinement, and include expected timelines.

# Priority Problem Statements

**Problem Statement 1:** Although time has been given for collaboration, staff will continue to need training in the Professional Learning Community process in order to gain new knowledge and learn new practices for student success, there remains inconsistency in how instruction is delivered.

**Root Cause 1:** Varying levels of experience and understanding of learner-centered instructional practices.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Although there is vertical alignment of skills, teachers across grade levels are not having the conversations they need to meet the varied learning needs of the students.

**Root Cause 2:** Time has not been created for teachers to meet vertically.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Students are not as fluent as they need to be in reading.

**Root Cause 3:** Students need opportunity to read at school.

**Problem Statement 3 Areas:** Student Learning - School Processes & Programs

**Problem Statement 4:** Chronic student attendance prohibits student learning.

**Root Cause 4:** Parents have made a habit of not sending their child to school. Students with absences over 15, excused or not, are the concern.

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 5:** Common formative assessments are inconsistent in rigor and development across and within grade levels.

**Root Cause 5:** The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.

**Problem Statement 5 Areas:** Student Learning - School Processes & Programs

**Problem Statement 6:** More than 90% of our students are economically disadvantaged and come to school with significant learning gaps.

**Root Cause 6:** Students are not being exposed to foundational math and reading skills at home.

**Problem Statement 6 Areas:** Demographics - Student Learning

**Problem Statement 7:** Students enrolling in FES are demonstrating more significant behavioral issues post-COVID 19.

**Root Cause 7:** Students lack the social skills needed to function in a school environment.

**Problem Statement 7 Areas:** Student Learning - School Processes & Programs

**Problem Statement 8:** There is inconsistency in providing event information to parents in a timely manner.

**Root Cause 8:** Communication processes need refinement, and include expected timelines.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** FES is a Sustained Professional Learning Community in most but not all areas.

**Root Cause 9:** Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.

**Problem Statement 9 Areas:** Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

## Student Data: Assessments

- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: September 18, 2023

**Goal 1:** Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 1:** In 2023-2024, Freeport Elementary will provide relevant, rigorous learning opportunities for our students by providing lessons that promote the use of their high order thinking skills and reading abilities resulting in 52% of students in grades PK through 2 scoring at or above grade level on the end of year reading screener. (HB 3 Early Literacy Outcome Goal).

## High Priority

### HB3 Goal

**Evaluation Data Sources:** Running Records

LLI documentation

DRA tracking

District Screeners

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review and refine common formative assessments with teacher collaborative teams in PLCs to better align to target our essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> PK Goal: By the end of the year, the class average of identifying upper and lowercase letters as well as sounds will be 93% or above.</p> <p>By the end of the 23-24 school year, 85% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth.  Kindergarten- Level 3 &amp; Above  1st-Level 16 &amp; Above  2nd-Level 24 &amp; Above</p> <p>By the end of the 23-24 school year, 87% of Kinder-2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Reading Star Renaissance by May 2024.</p> <p>By the end of the 23-24 school year, 90% of Kindergarten students will reach average or above on TEMI.</p> <p>By the end of the 23-24 school year, 90% of 1st and 2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Math Star Renaissance by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Interventionists</p> <p><b>Title I:</b>  2.4  - <b>TEA Priorities:</b>  Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will vertically align the literacy essential skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater than 90% of students in grades PK-2 will be reading on grade level by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Interventionist</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create greater consistency in the AR reading program in grades 1-2 to increase fluency, comprehension; and vocabulary for grades 1-2.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of 1st through 2nd grade students will make the campus reading team</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Classroom teachers Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide intervention support to students who did not score at grade level readiness on reading screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students who do not perform on grade level on reading screeners will be provided with timely interventions aligned to their deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Interventionists Early Childhood Specialist Dyslexia Specialist</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> Math Interventionist - 211 - Title I, Part A - \$70,000, Reading Interventionists - 211 - Title I, Part A - \$140,000</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Build consistency in Tier 1 ELAR instruction to increase student engagement that is differentiated to address the learning needs of all students, particularly those from lower performing racial/ethnic groups and those served through special programs and/or with accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> PK Goal: By the end of the year, the class average of identifying upper and lowercase letters as well as sounds will be 93% or above.</p> <p>By the end of the 23-24 school year, 85% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth.  Kindergarten- Level 3 &amp; Above  1st-Level 16 &amp; Above  2nd-Level 24 &amp; Above</p> <p>By the end of the 23-24 school year, 87% of Kinder-2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Reading Star Renaissance by May 2024.</p> <p>By the end of the 23-24 school year, 90% of Kindergarten students will reach average or above on TEMI.</p> <p>By the end of the 23-24 school year, 90% of 1st and 2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Math Star Renaissance by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Early Childhood Specialist  Teachers</p> <p><b>Title I:</b>  2.4</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students are not as fluent as they need to be in reading. <b>Root Cause:</b> Students need opportunity to read at school.</p> <p><b>Problem Statement 3:</b> Although time has been given for collaboration, staff will continue to need training in the Professional Learning Community process in order to gain new knowledge and learn new practices for student success, there remains inconsistency in how instruction is delivered. <b>Root Cause:</b> Varying levels of experience and understanding of learner-centered instructional practices.</p> <p><b>Problem Statement 4:</b> Although there is vertical alignment of skills, teachers across grade levels are not having the conversations they need to meet the varied learning needs of the students. <b>Root Cause:</b> Time has not been created for teachers to meet vertically.</p>

### Student Learning

**Problem Statement 5:** Common formative assessments are inconsistent in rigor and development across and within grade levels. **Root Cause:** The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.

### School Processes & Programs

**Problem Statement 4:** Students are not as fluent as they need to be in reading. **Root Cause:** Students need opportunity to read at school.

**Problem Statement 5:** Although there is vertical alignment of skills, teachers across grade levels are not having the conversations they need to meet the varied learning needs of the students. **Root Cause:** Time has not been created for teachers to meet vertically.

**Problem Statement 6:** Common formative assessments are inconsistent in rigor and development across and within grade levels. **Root Cause:** The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.

**Goal 1:** Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 2:** In 2023-2024, Freeport Elementary will provide relevant, effective, and ongoing opportunities for teachers to collaborate regarding the teaching and learning process resulting in 57% of students in grades PK through 2 scoring at or above grade level on the end of year math/numeracy screeners. (HB 3 Early Literacy and Numeracy Outcome Goals)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Master Schedule

PLC Agendas

PD Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will vertically align the numeracy essential skills.</p> <p><b>Strategy's Expected Result/Impact:</b> PK Goal: By the end of the year, the class average of identifying upper and lowercase letters as well as sounds will be 93% or above.</p> <p>By the end of the 23-24 school year, 85% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth.  Kindergarten- Level 3 &amp; Above  1st-Level 16 &amp; Above  2nd-Level 24 &amp; Above</p> <p>By the end of the 23-24 school year, 87% of Kinder-2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Reading Star Renaissance by May 2024.</p> <p>By the end of the 23-24 school year, 90% of Kindergarten students will reach average or above on TEMI.</p> <p>By the end of the 23-24 school year, 90% of 1st and 2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Math Star Renaissance by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Interventionists  Early Childhood Specialist</p> <p><b>Title I:</b>  2.4  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a group of activities to build fluency in numeracy.</p> <p><b>Strategy's Expected Result/Impact:</b> PK Goal: By the end of the year, the class average of identifying upper and lowercase letters as well as sounds will be 93% or above.</p> <p>By the end of the 23-24 school year, 85% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth.  Kindergarten- Level 3 &amp; Above  1st-Level 16 &amp; Above  2nd-Level 24 &amp; Above</p> <p>By the end of the 23-24 school year, 87% of Kinder-2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Reading Star Renaissance by May 2024.</p> <p>By the end of the 23-24 school year, 90% of Kindergarten students will reach average or above on TEMI.</p> <p>By the end of the 23-24 school year, 90% of 1st and 2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Math Star Renaissance by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Interventionists  Early Childhood Specialist</p> <p><b>Title I:</b>  2.5</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide intervention support to students who did not score at grade level readiness on math screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.</p>	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Strategy's Expected Result/Impact:</b> 90% of students in grades K-2nd will perform at or above grade level on the end of year math screener and/or show a year's worth of growth.</p> <p><b>Staff Responsible for Monitoring:</b> District Math Coordinator Campus administrators</p> <p><b>Title I:</b> 2.5</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 6</p>				
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 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Although there is vertical alignment of skills, teachers across grade levels are not having the conversations they need to meet the varied learning needs of the students. <b>Root Cause:</b> Time has not been created for teachers to meet vertically.</p>
<p><b>Problem Statement 5:</b> Common formative assessments are inconsistent in rigor and development across and within grade levels. <b>Root Cause:</b> The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 5:</b> Although there is vertical alignment of skills, teachers across grade levels are not having the conversations they need to meet the varied learning needs of the students. <b>Root Cause:</b> Time has not been created for teachers to meet vertically.</p>
<p><b>Problem Statement 6:</b> Common formative assessments are inconsistent in rigor and development across and within grade levels. <b>Root Cause:</b> The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.</p>

**Goal 1:** Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 3:** In 2023-2024, Freeport Elementary will create a curriculum/assessment system for all students that is differentiated and sensitive to struggling student needs, and also provide enrichment activities to all students so that all students receive enriching learning experiences. (HB 3 Early Literacy and Numeracy Outcome Goals)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Lesson Plans





PLC Agendas

Student Portfolios for students with accommodations/modifications

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement quality Tier 1 ELAR instruction to increase student engagement that is differentiated to address the learning needs of all students, particularly those from lower performing racial/ethnic groups and those served through special programs and/or with accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> PK Goal: By the end of the year, the class average of identifying upper and lowercase letters as well as sounds will be 93% or above.</p> <p>By the end of the 23-24 school year, 85% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth.  Kindergarten- Level 3 &amp; Above  1st-Level 16 &amp; Above  2nd-Level 24 &amp; Above</p> <p>By the end of the 23-24 school year, 87% of Kinder-2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Reading Star Renaissance by May 2024.</p> <p>By the end of the 23-24 school year, 90% of Kindergarten students will reach average or above on TEMI.</p> <p>By the end of the 23-24 school year, 90% of 1st and 2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Math Star Renaissance by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Early Childhood Specialist  Teachers</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide intervention support to students who did not score at grade level readiness on screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.</p> <p><b>Strategy's Expected Result/Impact:</b> PK Goal: By the end of the year, the class average of identifying upper and lowercase letters as well as sounds will be 93% or above.</p> <p>By the end of the 23-24 school year, 85% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth.  Kindergarten- Level 3 &amp; Above  1st-Level 16 &amp; Above  2nd-Level 24 &amp; Above</p> <p>By the end of the 23-24 school year, 87% of Kinder-2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Reading Star Renaissance by May 2024.</p> <p>By the end of the 23-24 school year, 90% of Kindergarten students will reach average or above on TEMI.</p> <p>By the end of the 23-24 school year, 90% of 1st and 2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Math Star Renaissance by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Interventionists  Early Childhood Specialist</p> <p><b>Title I:</b>  2.5</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze student data, determine individual student learning needs, develop interventions specific to student learning needs and evaluate the success of interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> 87% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth  Kindergarten-Level 3  1st grade students-Level 16  2nd grade-Level 24</p> <p>87% of Kinder-2nd grade students will reach On Watch or At or Above on the district Reading screener by May 2024 and/or show a year's worth of growth</p> <p>93% of PK students will identify 26 upper and lower case letters and sounds on the PK assessment by May 2024.</p> <p>90% of K-2nd grade students will reach On Watch or At or Above Average level on district Math screener by May 2024 and/or show a year's worth of growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Interventionists  Early Childhood Specialist  Teachers</p> <p><b>Title I:</b>  2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Although time has been given for collaboration, staff will continue to need training in the Professional Learning Community process in order to gain new knowledge and learn new practices for student success, there remains inconsistency in how instruction is delivered. <b>Root Cause:</b> Varying levels of experience and understanding of learner-centered instructional practices.</p>
<p><b>Problem Statement 5:</b> Common formative assessments are inconsistent in rigor and development across and within grade levels. <b>Root Cause:</b> The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 6:</b> Common formative assessments are inconsistent in rigor and development across and within grade levels. <b>Root Cause:</b> The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.</p>

**Goal 2:** Brazosport ISD learning environments will be safe, secure, and conducive to learning.





**Performance Objective 1:** In 2023-2024, Freeport Elementary will provide a safe learning environment for all students where positive behavior is expected and celebrated.

**High Priority**

- Evaluation Data Sources:** Discipline reports  
 PBIS agendas  
 Class Dojo reports  
 Walkthrough Observations  
 Meetings with counselor and behavior team

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, the counselor will have provided 100 lessons in classrooms, resulting in increased positive behavior on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor will coordinate with local family support agencies and the district's child nutrition department to provide needed supports to families.</p> <p><b>Strategy's Expected Result/Impact:</b> All families of students identified as in need of outside support will be provided with contact information. Students will also have access to our backpack food program.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus administrators, the attendance clerk, the counselor, and teachers will implement attendance monitoring and support to increase daily student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Freeport Elementary yearly student attendance rate will be 92%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 6 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement and maintain a school wide PBIS system, in order to create well rounded students. Meet regularly as a PBIS to disaggregate discipline and attendance data, and to form plans of action to increase positive behavior and student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Referrals and out of class placements will be 12 or less for the year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal SMAC Representative PBIS Team Behavior Technician Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus administrators, the counselor, the behavior technician, special education teachers, and general education teachers will implement tiered behavioral supports to reduce the number of out-of-classroom placements, particularly for students with disabilities or those served through special education.</p> <p><b>Strategy's Expected Result/Impact:</b> Referrals and out of class placements will be 12 or less for the year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal SMAC Representative PBIS Team Behavior Technician</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Chronic student attendance prohibits student learning. <b>Root Cause:</b> Parents have made a habit of not sending their child to school. Students with absences over 15, excused or not, are the concern.</p>

### Student Learning

**Problem Statement 6:** Chronic student attendance prohibits student learning. **Root Cause:** Parents have made a habit of not sending their child to school. Students with absences over 15, excused or not, are the concern.

**Problem Statement 7:** Students enrolling in FES are demonstrating more significant behavioral issues post-COVID 19. **Root Cause:** Students lack the social skills needed to function in a school environment.

### School Processes & Programs

**Problem Statement 1:** Students enrolling in FES are demonstrating more significant behavioral issues post-COVID 19. **Root Cause:** Students lack the social skills needed to function in a school environment.

**Problem Statement 3:** Chronic student attendance prohibits student learning. **Root Cause:** Parents have made a habit of not sending their child to school. Students with absences over 15, excused or not, are the concern.

**Goal 3:** BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

**Performance Objective 1:** In 2023-2024, Freeport Elementary will communicate and market accomplishments to our parents, staff and community through various means in order to promote a positive perception of our campus in the community.

**Evaluation Data Sources:** Social Media postings  
 School Messenger messages  
 Flyers  
 Parent surveys  
 PTO Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communication will be provided to parents in a timely manner and in a language the parent understands.  <b>Strategy's Expected Result/Impact:</b> All campus communication will be provided to parents using School Messenger, the campus Facebook Page and through posting on the campus website in accordance with the district translation policy within 48 hours of receipt or availability. Communication will be posted in English and Spanish.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Media Specialist</p> <p><b>Title I:</b>                      2.6  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will survey helpfulness of parent programs on assisting parent(s) in supporting student achievement.  <b>Strategy's Expected Result/Impact:</b> The number of parents who participate in the EOY survey will increase from 77</p>	Formative			Summative
	Nov	Jan	Mar	June

parents/families to 100 parents/families.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**Title I:**

2.5, 2.6

**- TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 1



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 1:** There is inconsistency in providing event information to parents in a timely manner. **Root Cause:** Communication processes need refinement, and include expected timelines.







**Goal 3:** BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

**Performance Objective 2:** By the end of the 2023-2024 school year, 70% or more of families will have participated in one or more opportunities to engage in the learning of their children.

**Evaluation Data Sources:** Sign in Sheets for:

- CEIC
- PTO
- Meet the Teacher conferences
- Title I conferences
- Dance Team
- STEM Nights
- Math Night
- Reading Night
- School dances
- Freeport Festival
- Movie Night
- PK - Tea with Mom
- Book fair
- Music programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will jointly develop with, and distribute to, parents and family members a written School-Parent Compact and the annual evaluation of the Parent and Family Engagement Policy. These policies will be available in English and Spanish, and accessible on the campus website.</p> <p><b>Strategy's Expected Result/Impact:</b> Two or more parents will assist with the development of School Compact and Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of parents.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of parents who indicate that most or all of the time meetings are scheduled at times they can attend will increase from 76% to 85%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will host events at the school that focus on ways in which families can partner with teachers in each child's education.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will host at least two events each semester (as deemed possible by COVID).</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Reading and Math Nights Materials - 211 - Title I, Part A Parent &amp; Family Engagement - \$2,274</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> There is inconsistency in providing event information to parents in a timely manner. <b>Root Cause:</b> Communication processes need refinement, and include expected timelines.</p>

**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 1:** In 2023-2024, Freeport Elementary School will allocate supplemental funds to support to overall the instructional program of the campus and to address learning loss resulting in the all students groups, meeting or exceeding the district screener targets for the early literacy and numeracy goals. (HB 3 Early Literacy and Numeracy Outcome Goals)

**HB3 Goal**

**Evaluation Data Sources:** Alignment of the Campus Improvement Plan to the budget.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will purchase programs and supplies proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of purchases will follow district guidelines and be in alignment with the Campus Plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2, 3 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will allocate Supplemental and Compensatory Education funding to pay for tutoring of students identified as at risk.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students who are in need of tutorials will receive an invitation by their teacher</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Tutorials - Local 30-State Comp Ed - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide programs, materials, and or services designed to improve and enhance the general education program for all students, in order to provide a well rounded educational experience. This will include materials, supplies, services, personnel and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> PK Goal: By the end of the year, the class average of identifying upper and lowercase letters as well as sounds will be 93% or above.</p> <p>By the end of the 23-24 school year, 85% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth.  Kindergarten- Level 3 &amp; Above  1st-Level 16 &amp; Above  2nd-Level 24 &amp; Above</p> <p>By the end of the 23-24 school year, 87% of Kinder-2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Reading Star Renaissance by May 2024.</p> <p>By the end of the 23-24 school year, 90% of Kindergarten students will reach average or above on TEMI.</p> <p>By the end of the 23-24 school year, 90% of 1st and 2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Math Star Renaissance by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Interventionists  Early Childhood Specialist</p> <p><b>Title I:</b>  2.4, 2.5  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Supplemental Programs (ESPARK, RazKids (Learning A-Z) - Local 30-State Comp Ed - \$8,665</p>	Formative			Summative
	Nov	Jan	Mar	June






**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> More than 90% of our students are economically disadvantaged and come to school with significant learning gaps. <b>Root Cause:</b> Students are not being exposed to foundational math and reading skills at home.</p>

### Student Learning

**Problem Statement 1:** More than 90% of our students are economically disadvantaged and come to school with significant learning gaps. **Root Cause:** Students are not being exposed to foundational math and reading skills at home.

**Problem Statement 2:** Students are not as fluent as they need to be in reading. **Root Cause:** Students need opportunity to read at school.

**Problem Statement 3:** Although time has been given for collaboration, staff will continue to need training in the Professional Learning Community process in order to gain new knowledge and learn new practices for student success, there remains inconsistency in how instruction is delivered. **Root Cause:** Varying levels of experience and understanding of learner-centered instructional practices.

### School Processes & Programs

**Problem Statement 4:** Students are not as fluent as they need to be in reading. **Root Cause:** Students need opportunity to read at school.

**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 2:** In 2023-2024, Freeport Elementary School will address learning gaps by providing additional classroom support and quality professional development in Tier 1 programs and strategies. (HB 3 Early Literacy and Numeracy Outcome Goals)

**Evaluation Data Sources:** PD agendas

- Lesson Plans
- Walkthroughs
- Data Reviews
- RtI on Master Schedule
- District screeners

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive training and materials to increase student engagement and differentiation to support Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will be trained in student engagement and differentiation strategies as a means to increase student performance and reach campus goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CEIC committee</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The principal will ensure that all highest at risk students are assigned to the most highly effective teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> PK Goal: By the end of the year, the class average of identifying upper and lowercase letters as well as sounds will be 93% or above.</p> <p>By the end of the 23-24 school year, 85% of students will reach the following DRA levels by May 2024 and/or show a year's worth of growth.  Kindergarten- Level 3 &amp; Above  1st-Level 16 &amp; Above  2nd-Level 24 &amp; Above</p> <p>By the end of the 23-24 school year, 87% of Kinder-2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Reading Star Renaissance by May 2024.</p> <p>By the end of the 23-24 school year, 90% of Kindergarten students will reach average or above on TEMI.</p> <p>By the end of the 23-24 school year, 90% of 1st and 2nd Grade students will reach On Watch, At or Above, or Intervention and/or a year's worth of growth compared to the beginning of the year on Math Star Renaissance by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will provide two Interventionists to support classroom teachers with providing timely interventions to Tier 2 and 3 students and to provide dyslexia services.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students in Tier 2 and Tier 3 will receive timely interventions</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 5:** Common formative assessments are inconsistent in rigor and development across and within grade levels. **Root Cause:** The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.

**Problem Statement 8:** FES is a Sustained Professional Learning Community in most but not all areas. **Root Cause:** Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.

**School Processes & Programs**

**Problem Statement 2:** FES is a Sustained Professional Learning Community in most but not all areas. **Root Cause:** Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.





**Problem Statement 6:** Common formative assessments are inconsistent in rigor and development across and within grade levels. **Root Cause:** The process for writing rigorous common and summative formative assessments is in its second year and needs more time to mature.



**Goal 5:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 1:** In 2023-2024, Freeport staff will hire and maintain a staff that is 100% highly effective, as measured by their T-TESS summative evaluations and EOY data.

**Evaluation Data Sources:** 100% highly effective staff will be retained, as measured by their T-TESS summative evaluations and EOY data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Principal will build a sustained Professional Learning Community as a means of retaining teachers.  <b>Strategy's Expected Result/Impact:</b> FES will be a Sustained Professional Learning Communities  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Freeport Elementary will continue to hold monthly morale activities for teachers in order to maintain high work morale on campus.  <b>Strategy's Expected Result/Impact:</b> 95% of staff will be retained on campus for the 24-25 school year  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 8:</b> FES is a Sustained Professional Learning Community in most but not all areas. <b>Root Cause:</b> Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.</p>

## School Processes & Programs





**Problem Statement 2:** FES is a Sustained Professional Learning Community in most but not all areas. **Root Cause:** Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.

**Goal 5:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 2:** In 2023-2024, the Freeport Elementary administrative team will acquire new information and strategies to develop administrative skills.

**Evaluation Data Sources:** Walkthroughs and TTESS observations  
Principal Evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Embed instructional leadership professional development that is aligned with student achievement to teachers during collaboration meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of professional development for teachers and administrators will be in alignment with our campus plan and targeted on improving student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Early Childhood Specialist</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I, Part A, Professional Development - 282-ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 8:</b> FES is a Sustained Professional Learning Community in most but not all areas. <b>Root Cause:</b> Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> FES is a Sustained Professional Learning Community in most but not all areas. <b>Root Cause:</b> Additional focus is needed on vertical alignment, common formative assessments, teacher leadership, and improved morale.</p>

# State Compensatory

## Budget for Freeport Elementary

**Total SCE Funds:** \$88,665.00

**Total FTEs Funded by SCE:** 0.8

### Brief Description of SCE Services and/or Programs

SCE funds are used to pay the salary of the campus interventionist, and to provide ongoing learning support to at-risk students.

## Personnel for Freeport Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Pamela Koelema	Interventionist/Dyslexia Teacher	0.8

# Title I

## 1.1: Comprehensive Needs Assessment

The Freeport Elementary CEIC met on May 23, 2022 from 4:10-5:10p.m to review and update the Campus Needs Assessment (CNA). A parent flyer was shared prior to the event, and we did have one parent participate in our CNA process. First we discussed the process of the CNA by referring to a power point. The CEIC members were then divided up into groups to address the specific multiple measures of data. Each groups was provided access to the Freeport Elementary data folders, in Google Drive, containing all the pertinent information. Each group used a template to answer questions that were assigned to their group. Groups had a team leader, and the team leader set a time/date for time to complete the CNA process for their assigned area. During the review, the groups moved down the template answering the questions. Each group's answers were entered into their specific template. After documenting their answers, each group identified the strengths and challenges for their areas. They also wrote summary statements for teach measure of data.

The CEIC met again on May 29th from 4:10-5:10 p.m. to report their findings. Each groups was given time to present their summaries , problem statements and their root cause analysis. After each group presented, the team held discussion and approved each area. All members approved of all areas, and this completed the CNA process for Freeport Elementary.

In the future, the CEIC committee will meet within the first two weeks of school to review the CNA and CIP. Revisions may be needed at that time. The CEIC will meet again at the end of the first nine weeks of school to review progress. The CEIC committee will continue to meet every quarter to review progress.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Following the CNA, the CEIC read through the old plan and identified strategies that would be carried over to meet the identified needs and focus for 2022-2023. The Principal developed SMART performance objectives that aligned with those needs. Once the plan was in draft form, the Principal met with the staff during the August staff development to role out the plan to them. The Principal made final edits to the plan to prepare it for presentation to the Board and publication.

## 2.2: Regular monitoring and revision

The campus Principal will convene the Campus Education Improvement Council in October, January, March and June to formatively and summatively evaluate the plan using the planning template included as an attachment to the CIP. Findings from theses evaluations will be added to the CIP Planning template to be included with the plan in the Formative/Summative Review section.

## 2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be made available to parents and the community in Spanish and English in the front office for review, hard copies upon request and it will be posted on the campus' and district's websites. The Principal will notify parents and the community of it's availability through traditional campus communication.

## 2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	Review and refine common formative assessments with teacher collaborative teams in PLCs to better align to target our essential standards.
1	1	5	Build consistency in Tier 1 ELAR instruction to increase student engagement that is differentiated to address the learning needs of all students, particularly those from lower performing racial/ethnic groups and those served through special programs and/or with accommodations.
1	2	1	Teachers will vertically align the numeracy essential skills.
1	3	1	Implement quality Tier 1 ELAR instruction to increase student engagement that is differentiated to address the learning needs of all students, particularly those from lower performing racial/ethnic groups and those served through special programs and/or with accommodations.
4	1	3	Provide programs, materials, and or services designed to improve and enhance the general education program for all students, in order to provide a well rounded educational experience. This will include materials, supplies, services, personnel and resources.
4	2	1	Teachers will receive training and materials to increase student engagement and differentiation to support Tier 1 instruction.
5	1	1	The Principal will build a sustained Professional Learning Community as a means of retaining teachers.
5	2	1	Embed instructional leadership professional development that is aligned with student achievement to teachers during collaboration meetings.

## 2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	1	3	Create greater consistency in the AR reading program in grades 1-2 to increase fluency, comprehension; and vocabulary for grades 1-2.
1	1	4	Provide intervention support to students who did not score at grade level readiness on reading screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.

Goal	Performance Objective	Strategy	Description
1	2	2	Implement a group of activities to build fluency in numeracy.
1	2	3	Provide intervention support to students who did not score at grade level readiness on math screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.
1	3	2	Provide intervention support to students who did not score at grade level readiness on screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.
1	3	3	Analyze student data, determine individual student learning needs, develop interventions specific to student learning needs and evaluate the success of interventions.
3	1	2	The campus will survey helpfulness of parent programs on assisting parent(s) in supporting student achievement.
4	1	1	The campus will purchase programs and supplies proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.
4	1	2	The campus will allocate Supplemental and Compensatory Education funding to pay for tutoring of students identified as at risk.
4	1	3	Provide programs, materials, and or services designed to improve and enhance the general education program for all students, in order to provide a well rounded educational experience. This will include materials, supplies, services, personnel and resources.
4	2	3	The campus will provide two Interventionists to support classroom teachers with providing timely interventions to Tier 2 and 3 students and to provide dyslexia services.

## 2.6: Address needs of all students, particularly at-risk

Goal	Performance Objective	Strategy	Description
1	1	2	Teachers will vertically align the literacy essential skills.
1	1	4	Provide intervention support to students who did not score at grade level readiness on reading screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.
1	3	1	Implement quality Tier 1 ELAR instruction to increase student engagement that is differentiated to address the learning needs of all students, particularly those from lower performing racial/ethnic groups and those served through special programs and/or with accommodations.

Goal	Performance Objective	Strategy	Description
1	3	3	Analyze student data, determine individual student learning needs, develop interventions specific to student learning needs and evaluate the success of interventions.
2	1	1	The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.
2	1	2	The counselor will coordinate with local family support agencies and the district's child nutrition department to provide needed supports to families.
2	1	3	Campus administrators, the attendance clerk, the counselor, and teachers will implement attendance monitoring and support to increase daily student attendance.
2	1	4	Implement and maintain a school wide PBIS system, in order to create well rounded students. Meet regularly as a PBIS to disaggregate discipline and attendance data, and to form plans of action to increase positive behavior and student attendance.
2	1	5	Campus administrators, the counselor, the behavior technician, special education teachers, and general education teachers will implement tiered behavioral supports to reduce the number of out-of-classroom placements, particularly for students with disabilities or those served through special education.
3	1	1	Communication will be provided to parents in a timely manner and in a language the parent understands.
3	1	2	The campus will survey helpfulness of parent programs on assisting parent(s) in supporting student achievement.
4	2	2	The principal will ensure that all highest at risk students are assigned to the most highly effective teachers.
4	2	3	The campus will provide two Interventionists to support classroom teachers with providing timely interventions to Tier 2 and 3 students and to provide dyslexia services.

### 3.1: Annually evaluate the schoolwide plan

The Freeport ES schoolwide plan is evaluated in June following the completion of end-of-year assessments. The results are recorded in the summative evaluation sections of the formative/summative review tab in the plan and published as part of the final evaluated plan.

### 4.1: Develop and distribute Parent and Family Engagement Policy



Goal	Performance Objective	Strategy	Description
3	2	1	The campus will jointly develop with, and distribute to, parents and family members a written School-Parent Compact and the annual evaluation of the Parent and Family Engagement Policy. These policies will be available in English and Spanish, and accessible on the campus website.

#### 4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	2	2	Parent meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of parents.
3	2	3	The campus will host events at the school that focus on ways in which families can partner with teachers in each child's education.

#### 5.1: Determine which students will be served by following local policy

Students served through Special Education, the Language Acquisition Program and through Gifted and Talented Education are identified and serviced following all legal and local policies from the EHB series related to those special programs, and guided by administrative regulations associated with those policies.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elva Arroyo	Math Interventionist	Math Interventionist	1.0
Kace Mundo	Early Elementary Campus Specialist		1.0
Melinda Boyett	Reading Interventionist		1.0

# Campus Funding Summary

Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Tutorials		\$10,000.00
4	1	3	Supplemental Programs (ESPARK, RazKids (Learning A-Z))		\$8,665.00
<b>Sub-Total</b>					\$18,665.00
<b>Budgeted Fund Source Amount</b>					\$18,665.00
<b>+/- Difference</b>					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$70,000.00
<b>+/- Difference</b>					\$70,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Reading Interventionists		\$140,000.00
1	1	4	Math Interventionist		\$70,000.00
5	2	1	Professional Development		\$0.00
<b>Sub-Total</b>					\$210,000.00
<b>Budgeted Fund Source Amount</b>					\$191,945.00
<b>+/- Difference</b>					-\$18,055.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Reading and Math Nights Materials		\$2,274.00
<b>Sub-Total</b>					\$2,274.00
<b>Budgeted Fund Source Amount</b>					\$2,274.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$282,884.00

**211 - Title I, Part A Parent & Family Engagement**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$230,939.00
				<b>+/- Difference</b>	\$51,945.00