

Brazosport Independent School District

Madge Griffith Elementary

2023-2024 Improvement Plan



Board Approval Date: October 16, 2023

Mission Statement

The mission of Madge Griffith Elementary is to inspire lifelong learning and empower students for success by working together while focusing on the strengths and needs of our diverse school community.

Vision

Educating and inspiring future leaders to succeed in an ever-changing world.

Value Statement

At Madge Griffith we believe:

Through a high quality education, all students can and will learn.

Diversity and individuality are respected and valued.

High expectations produce success.

We are all accountable for student achievement.

Collaboration builds community.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On March 24, 2022, our CEIC team met and was trained by the campus principal on the Campus Needs Assessment (CNA) process. Teams were created in four different areas, Demographics, Perceptions, School Processes, and Student Learning. Each team met in person and some members participated virtually during the month of April 2022. Teams consisted of at least one campus administrator, leadership team member, teacher, paraprofessional, parent, and CEIC member. During each meeting, the team reviewed multiple data sources in order to discuss campus strengths and weaknesses. Teams also reviewed the Plan4Learning Question document to guide their discussion.

On May 17, 2022, our CEIC team met to review our current year's goals. The campus principal presented CNA team findings which included problem statements and root causes in each area. CEIC members were able to ask questions and provide feedback.

Demographics

Demographics Summary

STUDENT INFORMATION:

Madge Griffith Elementary is an Early Education through 4th-grade campus with approximately 545 students. Our student population demographics have remained consistent for the past two years.

- Hispanic - 81.4%
- White - 13.7%
- African American - 2.3%
- Other - 2%

Special Programs / Populations:

- Economically Disadvantaged - 77.9%
- English Language Learners - 44.5%
- Special Education - 15.5%

Griffith continues to host one of the largest English Language Learner populations in Brazosport ISD. Our Mobility rate is just over ten percent and averaging at 13%. Grade level class sizes average under 20 students at the highest and 17 students at the lowest.

STAFF INFORMATION:

All Griffith teachers are highly qualified and most have their ESL certification. The campus is working with those who are still seeking these certifications. We were 100% compliant with GT teaching requirements during the 2022-2023 school year.

We have a large number of highly effective paraprofessionals. Some of their salaries are paid through local funds while others are paid through Title 1 and the district's EL budget.

As a whole, staff members responded positively to the end-of-year teacher thought exchange. We had 46 participants with 30 thoughts shared. All participants agreed students were successful learners this year.

PARENT INFORMATION:

Griffith's parents continue to support the campus through PTO, LPAC committee representation, CEIC membership, and representing the campus on district committees. We did not have good participation with our parent end-of-year thought exchange. With only 32 participants and 16 thoughts, the survey did not provide sufficient insight into how parents perceive our school and their students learning.

COMMUNITY:

Griffith continues to partner with several business and community partners. Some of these partnerships include Grapevine Gifts, First State Bank, Texas Dow Employees Credit Union, and the Brazoria County Hispanic Chamber of Commerce. We had tremendous support through consistent parent volunteers.

Demographics Strengths

All Griffith teachers are certified and highly qualified.

All classes remain at the TEA required ratio of 22:1.

We have an exceptional group of paraprofessional staff members who support student growth.

We have seen growth in the effectiveness of our Professional Learning Communities and Response to Intervention Programs.

Griffith continues to have a low number of discipline referrals that result in out of school or in school suspensions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PreK students showed extreme behaviors. **Root Cause:** Many students entered school lacking in potty training, and social and emotional skills.

Problem Statement 2 (Prioritized): Teachers did not feel supported with student behavior. **Root Cause:** Teachers may need more training and parents not holding students accountable.

Problem Statement 3: Not all grade levels used campus-wide incentives to help with positive behavior supports **Root Cause:** Students were not responding to the incentives offered and campus monitoring that positive behavior supports are being done.

Problem Statement 4 (Prioritized): We did not meet our attendance goal of 96.5%. **Root Cause:** Lack of student attendance monitoring.

Problem Statement 5 (Prioritized): Staff felt campus communication from the administration was weak. **Root Cause:** We lost our assistant principal and not everything can be shared with staff.

Student Learning

Student Learning Summary

Griffith Elementary received a B rating for the 2021-2022 school year. At the beginning of the 2021-2022 school year, we noticed a decrease in student attendance, and week to week the inconsistency showed in our attendance data. Attendance meetings were held with parents and intervention supports were put in place to motivate students to come to school. This year we also combined the bilingual program from Polk Elementary and welcomed approximately 40 new students into our bilingual program. We had more documented supports in place for students who showed negative behaviors stemming from anxiety, aggression, and frustration. Campus vertical alignment teams were established in the areas of ELAR and Math where teachers were able to collaborate and develop campus wide initiatives such as reading strategies, academic vocabulary, and academic behaviors. This helped to improve student achievement, however, more focus should be put on our special education student's success in the general education setting.

End of Year reading district benchmark and curriculum-based assessments: *(Need to add percentages)*

K - Star Ren

1st - Star Ren and CBA

2nd -

3rd - Star Ren and CBA

4th - Star Ren and CBA

End of Year math district benchmark and curriculum based assessments:

1st - Star Ren and CBA

2nd - Star Ren and CBA

3rd - Star Ren and CBA

4th - Star Ren and CBA

Additionally, the percentage of 3rd and 4th-grade students scoring at the Meets level on the 2022 STAAR test in reading showed that we met our goals for the year.

3rd - STAAR Reading Accomplished 90% Meets 60% Masters 39%

4th - STAAR Reading Accomplished 79% Meets 60% Masters 20%

We did not meet our goal for math.

3rd - STAAR Math Accomplished 77% Meets 43% Masters 16%

4th - STAAR Math Accomplished 78% Meets 43% Masters 21%

Student Learning Strengths

- Started Vertical Alignment meetings and planning this year
- Teacher communication to families has gone well
- District and campus programs are being utilized to improve student literacy development
- Parents feel welcomed at our school
- Parents feel support from teachers and the administration
- Polk families are happy with the transition to Griffith

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our special education population is still not meeting their learning targets. **Root Cause:** For most students, they are performing two or more grade levels below.

Problem Statement 2 (Prioritized): 3rd and 4th grade students are not meeting math targets on district benchmarks and STAAR prediction measures. **Root Cause:** Teachers may not be planning effectively and do not always have enough time to cover all the curriculum.

Problem Statement 3 (Prioritized): Not all students are making one year growth. **Root Cause:** Lack of teacher accountability due to the loss of one administrator.

Problem Statement 4: PreK students showed extreme behaviors. **Root Cause:** Many students entered school lacking in potty training, and social and emotional skills.

Problem Statement 5 (Prioritized): Teachers did not feel supported with student behavior. **Root Cause:** Teachers may need more training and parents not holding students accountable.

Problem Statement 6 (Prioritized): We did not meet our attendance goal of 96.5%. **Root Cause:** Lack of student attendance monitoring.

Problem Statement 7: School morale declined throughout the school year **Root Cause:** We lost our assistant principal and the campus principal was managing on her own for the majority of the second semester.

School Processes & Programs

School Processes & Programs Summary

Griffith continues to be a school that receives high satisfaction rates on parent and staff surveys. We build school pride through after school clubs, the Name that Book competition, and other enrichment activities. Character Counts lessons, leadership awards, PBIS and reading incentives are all part of Griffith's culture.

Instructional: RTI, LLI, ST Math, Extra pull-out tutoring and after school tutoring, IXL, Reading by Design, Reading Horizons, HMH Reading adoption, Unique

Curricular: Star Ren, AR, ST Math, Great Texas Mosquito List: Name That Book, Spelling Bee

Personnel: Our campus makes a significant effort to hire experienced and knowledgeable teachers. The district also has many resources for new and veteran teachers to support their needs.

Organizational: After School Clubs such as Chess, Lego, Dancing Eagles and Color guard, Student Council, Chicken Club, and Lunch Bunch with the Counselor will continue for the 2022-2023 school year.

Administrative: PLC's, Administrator Collaborative Meetings Data Meetings, Team Meetings, Campus Committees, Parent Involvement, PBIS, Safety and Crisis Committee

School Processes & Programs Strengths

- Griffith students feel connected to the school through relationships with staff members and a variety of extra curricular activities. Students are recognized at multiple levels including the monthly Eagle Accolades where awards are given for reading achievement, character, and leadership. All students are recognized in a grade level awards ceremony at the end of the year. Each student chooses the award for which they are most proud. Students achieving honor roll and perfect attendance are also recognized for their achievement.
- This year PBIS introduced the 100 Club, where students were recognized with a golden ticket, positive call home, name entry into a drawing for an incentive party.
- Our campus provides multiple opportunities for extra help and enrichment within and beyond the school day. Our support programs such as LLI have shown marked improvement with Tier 3 students in reading.
- All professional staff members have a leadership role on campus, and all staff members serve on a committee.
- Professional Learning Communities are the collaborative norm at Griffith with most grade levels rating themselves at the highest level - Sustaining.
- Family Engagement events

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all grade levels used campus-wide incentives to help with positive behavior supports **Root Cause:** Students were not responding to the incentives offered and campus monitoring that positive behavior supports are being done.

Problem Statement 2 (Prioritized): We did not meet our attendance goal of 96.5%. **Root Cause:** Lack of student attendance monitoring.

Perceptions

Perceptions Summary

Data reflects that our campus staff, students and parents are working together to ensure the success of our students. We make collaborative efforts to align our schedules and curriculum to best meet student needs. Common grade level planning time, time for staff members to meet as a collaborative PLC each week, campus committees, vertical alignment meetings, bilingual meetings, and CEIC meetings are all instrumental in getting the results we desire.

Griffith is supported by a strong paraprofessional staff that enhances each level of the RtI process.

Some classes at Griffith are self-contained while others follow a co-teaching model. This allows us to maximize teacher strengths and better meet individual student needs.

Target tutorials are provided for 3rd & 4th-grade students in need of additional academic support. Data is used to determine specific objective needs for each student.

Parents report feeling welcomed on campus and while attending family engagement events such as Lunch and Learn, literacy picnics, volunteer days, parent-teacher conferences, and award ceremonies. Families also report feeling connected to staff members. PTO meets monthly and supports school fundraising and teacher and student events on campus.

Griffith receives support from a local business that meets students' physical needs, the Dream Center, the Backpack Buddy program, the Loving BISD partnership, and Servolution. The campus also has a Boys and Girls Club program that meets after school.

Griffith is known in the community for the work we have done with the Astros Foundation for the Josiah MacIntyre Memorial Playground and our Eagle Color guard has performed at numerous community events.

BISD collected three sets of perception survey data during the 2021- 2022 school year: Beginning of Year Parent Survey; End of Year Parent Survey and End of Year Staff Survey.

Perceptions Strengths

- Weekly PLC meetings built into the master schedule
- Uninterrupted instructional time
- Ongoing safety and training drills with local law enforcement support
- PBIS programs - strong audit reports
- Ongoing professional development

- Behavior support team
- Individual parent-teacher conferences throughout the year
- All teachers serve in a leadership role
- 10 staff members have participated in the Ambassador program
- A majority of teachers have attended a Solution Tree Conference to support their participation in Professional Learning Communities
- Discipline incidents remain low due to strong classroom management and the support of the Behavior Management Team
- Strong participation at Family Engagement events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff felt campus communication from the administration was weak. **Root Cause:** We lost our assistant principal and not everything can be shared with staff.

Problem Statement 2: School morale declined throughout the school year **Root Cause:** We lost our assistant principal and the campus principal was managing on her own for the majority of the second semester.

Problem Statement 3: PreK students showed extreme behaviors. **Root Cause:** Many students entered school lacking in potty training, and social and emotional skills.

Problem Statement 4 (Prioritized): Teachers did not feel supported with student behavior. **Root Cause:** Teachers may need more training and parents not holding students accountable.

Problem Statement 5: Not all grade levels used campus-wide incentives to help with positive behavior supports **Root Cause:** Students were not responding to the incentives offered and campus monitoring that positive behavior supports are being done.

Priority Problem Statements

Problem Statement 1: Not all students are making one year growth.

Root Cause 1: Lack of teacher accountability due to the loss of one administrator.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our special education population is still not meeting their learning targets.

Root Cause 2: For most students, they are performing two or more grade levels below.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 3rd and 4th grade students are not meeting math targets on district benchmarks and STAAR prediction measures.

Root Cause 3: Teachers may not be planning effectively and do not always have enough time to cover all the curriculum.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We did not meet our attendance goal of 96.5%.

Root Cause 4: Lack of student attendance monitoring.

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

Problem Statement 5: Staff felt campus communication from the administration was weak.

Root Cause 5: We lost our assistant principal and not everything can be shared with staff.

Problem Statement 5 Areas: Demographics - Perceptions

Problem Statement 6: Teachers did not feel supported with student behavior.

Root Cause 6: Teachers may need more training and parents not holding students accountable.

Problem Statement 6 Areas: Demographics - Student Learning - Perceptions

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

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
- 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
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: September 18, 2023

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





Performance Objective 1: In 2023-2024, the percentage of students that score Meets Grade Level on STAAR Reading will increase from 53% to 55% in third grade and maintain 60% or higher in fourth grade. (HB 3 Early Literacy Outcome Goal)

High Priority

HB3 Goal

Evaluation Data Sources: State STAAR Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement quality Tier 1 ELAR instruction to increase student engagement by providing small group and differentiated instruction to meet the individual needs of all students.</p> <p>Strategy's Expected Result/Impact: The number of students requiring Tier III ELAR intervention every nine weeks will decline by 2%</p> <p>Staff Responsible for Monitoring: Campus Administrators, District Coordinators</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Tier 2 and 3 intervention support daily to students who Did Not Meet or Approaches Grade Level on STAAR Reading, or who did not score on grade level for district screeners particularly for students from lower-performing racial/ethnic groups, students identified as English Language Learners and students through special education.</p> <p>Strategy's Expected Result/Impact: All students who perform at the Did Not Meet and Approaches Grade Level on CBAs and/or the previous year STAAR test along with students who do not perform on grade level on reading screeners will be provided with daily interventions aligned to their deficiencies.</p> <p>Staff Responsible for Monitoring: Campus Administrators Current Campus Interventionists</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 5 - Perceptions 4</p> <p>Funding Sources: Personnel - Local 30-State Comp Ed Personnel - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement writing programs for Tier 1 writing instruction to improve writing performance in all grade levels, and to prepare third and fourth-grade students to successfully meet grade level on the new ELAR STAAR exams.</p> <p>Strategy's Expected Result/Impact: 80% of students in grades K-4 will write end-of-year writing samples that incorporate all of the elements expected for the grade level.</p> <p>Staff Responsible for Monitoring: Campus Administrators District ELAR Coordinator</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p>

Student Learning

Problem Statement 1: Our special education population is still not meeting their learning targets. **Root Cause:** For most students, they are performing two or more grade levels below.

Problem Statement 2: 3rd and 4th grade students are not meeting math targets on district benchmarks and STAAR prediction measures. **Root Cause:** Teachers may not be planning effectively and do not always have enough time to cover all the curriculum.

Problem Statement 3: Not all students are making one year growth. **Root Cause:** Lack of teacher accountability due to the loss of one administrator.

Problem Statement 5: Teachers did not feel supported with student behavior. **Root Cause:** Teachers may need more training and parents not holding students accountable.

Perceptions

Problem Statement 4: Teachers did not feel supported with student behavior. **Root Cause:** Teachers may need more training and parents not holding students accountable.

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





Performance Objective 2: In 2023-2024, the percentage of students that score Meets Grade Level or above on STAAR Math will increase from 34% to 53% in third grade and 38% to 53% in fourth grade. (HB 3 Early Numeracy Outcome Goal)

High Priority

HB3 Goal

Evaluation Data Sources: Screener reports
CBA results
Report Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental math programs to all student groups that enrich Tier 1 instruction in the area of mathematics.</p> <p>Strategy's Expected Result/Impact: 50% of students in grades K-4 will be on grade level at the beginning of the 3rd nine weeks</p> <p>Staff Responsible for Monitoring: Teachers District Math Coordinator Campus Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase Tier 2 and 3 intervention support four to five days per week for all students who Did Not Meet or Approach Grade Level on STAAR Math, or who did not score on grade level for district screeners, including students from lower-performing racial/ethnic groups, students identified as English Language Learners and special needs students.</p> <p>Strategy's Expected Result/Impact: All students who perform at the Did Not Meet and Approaches Grade Level on CBAs and/or the previous year STAAR test along with students who do not perform on grade level on math screeners will be provided with timely interventions aligned to their deficiencies.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Interventionists</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement quality Tier 1 math instruction to increase student engagement by providing small group and differentiated instruction to meet the individual needs of all students.</p> <p>Strategy's Expected Result/Impact: The number of students requiring Tier III Math intervention will decline by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators, District Coordinators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Our special education population is still not meeting their learning targets. Root Cause: For most students, they are performing two or more grade levels below.</p> <p>Problem Statement 2: 3rd and 4th grade students are not meeting math targets on district benchmarks and STAAR prediction measures. Root Cause: Teachers may not be planning effectively and do not always have enough time to cover all the curriculum.</p> <p>Problem Statement 3: Not all students are making one year growth. Root Cause: Lack of teacher accountability due to the loss of one administrator.</p>

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

Performance Objective 1: In 2023-2024, Madge Griffith Elementary will reduce the number of students needing Tier 3 behavior interventions by 5%.

Evaluation Data Sources: ODR Reports
 CICO Student Data
 Observation Data
 Anecdotal Teacher Notes

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will support student learning by providing lessons that address students' social, emotional, and mental health needs.</p> <p>Strategy's Expected Result/Impact: By the end of the year, the counselor will have provided 15 lessons to students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Guidance and Counseling</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 5 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators, the counselor, behavior specialist, special education teachers, and general education teachers will implement tiered behavioral supports, including methods for addressing violence prevention and intervention, bullying and to reduce the number of out-of-classroom placements, particularly for students with disabilities, or those served through special education.</p> <p>Strategy's Expected Result/Impact: All referrals for out of class placements will be 10 days or less for the whole 2023-2024 school year</p> <p>Staff Responsible for Monitoring: Campus Administrators Behavior Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 5 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will participate in moderate physical activities to help build stamina, reduce stress and release pent-up energy through recess and physical education classes.</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 3 and 4 will master the fitness gram.</p> <p>Staff Responsible for Monitoring: PE Teacher Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 2: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p>
Student Learning
<p>Problem Statement 5: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p>
Perceptions
<p>Problem Statement 4: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p>

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

Performance Objective 2: In 2023-2024, Madge Griffith Elementary will increase student attendance weekly to meet the end of the year target of 96.5%.

High Priority

Evaluation Data Sources: Attendance Reports
Attendance Meeting Notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement attendance monitoring and supports to increase daily student attendance.</p> <p>Strategy's Expected Result/Impact: Yearly student attendance goal of 96.5%</p> <p>Staff Responsible for Monitoring: Campus administrators Attendance clerk</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 4 - Student Learning 6 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: We did not meet our attendance goal of 96.5%. Root Cause: Lack of student attendance monitoring.</p>
Student Learning
<p>Problem Statement 6: We did not meet our attendance goal of 96.5%. Root Cause: Lack of student attendance monitoring.</p>
School Processes & Programs
<p>Problem Statement 2: We did not meet our attendance goal of 96.5%. Root Cause: Lack of student attendance monitoring.</p>

Goal 3: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

Performance Objective 1: In 2023-2024, Griffith Elementary will increase the meaningful engagement of parents and community members in campus events.





High Priority

Evaluation Data Sources: Sign in sheets verifying parent participation

Event Survey

Parent Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: During the 23-24 school year, we will have at least 10% participation, from each grade level, of parents/families at each family engagement event.</p> <p>Strategy's Expected Result/Impact: Parents will be equipped to help students in the home setting.</p> <p>Staff Responsible for Monitoring: Principal PTO Liaison Campus Family Engagement Committee Lead</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: STREAM Night, Books, parent resources, and supplies - 211 - Title I, Part A Parent & Family Engagement - \$4,505</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of parents, including meetings at the beginning of the year when teachers and parents can review the Title I, Part A Teacher/Parent Compact.</p> <p>Strategy's Expected Result/Impact: Parents will feel supported and have open communication with teachers.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers PTO Liaison Campus Family Engagement Committee Lead</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will host parent events at the school that focuses on ways in which they can partner with teachers in their child's education. These events will include strategies and parent practice opportunities related to student achievement.</p> <p>Strategy's Expected Result/Impact: The campus will host at least two events per semester.</p> <p>Staff Responsible for Monitoring: Principal PTO Liaison Campus Family Engagement Committee Lead</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will publish the Parent and Family Engagement Policy in Spanish and English and communicate to parents that it is available on the campus website, through hard copies in the front office and through hard copies upon request.</p> <p>Strategy's Expected Result/Impact: All parents wanting to review the Parent and Family Engagement Policy will have the needed access to do so.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The Title I, Part A Parent Advisory Council will review and revise as needed the Parent and Family Engagement Policy in April.</p> <p>Strategy's Expected Result/Impact: The PAC will review and make needed revisions and republish the PFE Policy by the end of May.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

Performance Objective 2: In 2023-2024, Griffith Elementary will communicate with parents in a timely manner using a variety of outlets.

Evaluation Data Sources: Teacher Class Tag Reports
 School Messenger Reports
 Newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Communication with parents, community, and staff will be given in the same manner to all families via newsletters, social media outlets, communication applications.</p> <p>Strategy's Expected Result/Impact: Resources will be distributed to parents through various outlets and in both English and Spanish.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 4.2</p> <p>Funding Sources: Class Tag Subscription - Local 30-State Comp Ed - \$1,875</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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, Madge Griffith Elementary School will allocate supplemental funds to support the instructional program of the campus and to address learning loss resulting in all student groups, meeting or exceeding the district screener targets for the early literacy and numeracy goals.

High Priority

Evaluation Data Sources: CBA, Screener, STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide instructional support to Tier 2 and Tier 3 students and/or students who do not meet state standards for the 2024 STAAR assessment during the summer of 2024.</p> <p>Strategy's Expected Result/Impact: All students will begin the 2024-2025 school year on grade level.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: IXL & Learning A-Z - 211 - Title I, Part A - \$10,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Target Tutoring will be provided to Tier 2 and Tier 3 students before, during, or after school.</p> <p>Strategy's Expected Result/Impact: In 2023-2024, the percent of 3rd grade and 4th grade students that score Masters Grade Level on STAAR Reading will be above the district and state percentages.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Target Tutoring - Local 30-State Comp Ed - \$11,103, Two Intervention Teachers - 211 - Title I, Part A - \$140,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will be provided with the necessary materials to meet the academic needs of all students.</p> <p>Strategy's Expected Result/Impact: The use of instructional materials and resources will increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 2, 5 - Student Learning 5 - Perceptions 1, 4</p> <p>Funding Sources: Imagine Learning - Local 30-State Comp Ed - \$2,159, Edulastic - 211 - Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p> <p>Problem Statement 5: Staff felt campus communication from the administration was weak. Root Cause: We lost our assistant principal and not everything can be shared with staff.</p>

Student Learning

Problem Statement 1: Our special education population is still not meeting their learning targets. **Root Cause:** For most students, they are performing two or more grade levels below.

Problem Statement 2: 3rd and 4th grade students are not meeting math targets on district benchmarks and STAAR prediction measures. **Root Cause:** Teachers may not be planning effectively and do not always have enough time to cover all the curriculum.

Problem Statement 3: Not all students are making one year growth. **Root Cause:** Lack of teacher accountability due to the loss of one administrator.

Problem Statement 5: Teachers did not feel supported with student behavior. **Root Cause:** Teachers may need more training and parents not holding students accountable.

Perceptions

Problem Statement 1: Staff felt campus communication from the administration was weak. **Root Cause:** We lost our assistant principal and not everything can be shared with staff.

Problem Statement 4: Teachers did not feel supported with student behavior. **Root Cause:** Teachers may need more training and parents not holding students accountable.

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





Performance Objective 1: In 2023-2024, Madge Griffith Elementary School will decrease learning gaps among all students by providing additional classroom support and research-based professional development opportunities for staff.

High Priority

Evaluation Data Sources: Lesson Plans
Walkthroughs
PD Certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training in increasing student engagement and differentiation to support Tier 1 instruction while incorporating the PLC philosophy.</p> <p>Strategy's Expected Result/Impact: We will meet our campus targets of 30/60/90 on district assessments and screeners.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 5 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Campus Administrators with training opportunities in order to deepen understanding of educational leadership roles to support campus staff, resulting in increased student performance.</p> <p>Strategy's Expected Result/Impact: The campus Principal will attend the TEPSA summer conference.</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 4, 5 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 2 - Perceptions 1, 4</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p> <p>Problem Statement 4: We did not meet our attendance goal of 96.5%. Root Cause: Lack of student attendance monitoring.</p> <p>Problem Statement 5: Staff felt campus communication from the administration was weak. Root Cause: We lost our assistant principal and not everything can be shared with staff.</p>
Student Learning
<p>Problem Statement 1: Our special education population is still not meeting their learning targets. Root Cause: For most students, they are performing two or more grade levels below.</p> <p>Problem Statement 2: 3rd and 4th grade students are not meeting math targets on district benchmarks and STAAR prediction measures. Root Cause: Teachers may not be planning effectively and do not always have enough time to cover all the curriculum.</p> <p>Problem Statement 3: Not all students are making one year growth. Root Cause: Lack of teacher accountability due to the loss of one administrator.</p> <p>Problem Statement 5: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p> <p>Problem Statement 6: We did not meet our attendance goal of 96.5%. Root Cause: Lack of student attendance monitoring.</p>
School Processes & Programs
<p>Problem Statement 2: We did not meet our attendance goal of 96.5%. Root Cause: Lack of student attendance monitoring.</p>
Perceptions
<p>Problem Statement 1: Staff felt campus communication from the administration was weak. Root Cause: We lost our assistant principal and not everything can be shared with staff.</p>

Perceptions

Problem Statement 4: Teachers did not feel supported with student behavior. **Root Cause:** Teachers may need more training and parents not holding students accountable.

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

Performance Objective 2: In 2023-2024, Madge Griffith Elementary will provide ongoing professional learning opportunities for all teachers and paraprofessionals in the areas of classroom management, collaboration among peers and parents, strengthening relationships, and research based instructional practices.

High Priority





Evaluation Data Sources: Master Schedule

Agendas

Lesson Plans

Data Analysis Tool

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Professional Learning Communities time that is built into the Master Schedule to analyze student data, determine individual student learning needs, develop interventions specific to student learning needs, and evaluate the success of interventions.</p> <p>Strategy's Expected Result/Impact: 100% of students will make at least one year's growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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>- Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 5 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and refine common formative assessments with teacher collaborative teams to align teaching and learning with appropriate rigor in order to improve Tier I instruction.</p> <p>Strategy's Expected Result/Impact: 100% of students will make at least one year's growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct vertical alignment meetings at least four times during the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Students will show at least one years growth by the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Vertical Alignment Lead Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p>
<p>Problem Statement 5: Staff felt campus communication from the administration was weak. Root Cause: We lost our assistant principal and not everything can be shared with staff.</p>
Student Learning
<p>Problem Statement 1: Our special education population is still not meeting their learning targets. Root Cause: For most students, they are performing two or more grade levels below.</p>
<p>Problem Statement 2: 3rd and 4th grade students are not meeting math targets on district benchmarks and STAAR prediction measures. Root Cause: Teachers may not be planning effectively and do not always have enough time to cover all the curriculum.</p>
<p>Problem Statement 3: Not all students are making one year growth. Root Cause: Lack of teacher accountability due to the loss of one administrator.</p>
<p>Problem Statement 5: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p>
Perceptions
<p>Problem Statement 1: Staff felt campus communication from the administration was weak. Root Cause: We lost our assistant principal and not everything can be shared with staff.</p>
<p>Problem Statement 4: Teachers did not feel supported with student behavior. Root Cause: Teachers may need more training and parents not holding students accountable.</p>

State Compensatory

Budget for Madge Griffith Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 0.57

Brief Description of SCE Services and/or Programs

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Personnel for Madge Griffith Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Melissa Soto	Dyslexia and Intervention Teacher	0.57

Title I

1.1: Comprehensive Needs Assessment

On March 24, 2022, our CEIC team met and was trained by the campus principal on the Campus Needs Assessment (CNA) process. Teams were created in four different areas, Demographics, Perceptions, School Processes, and Student Learning. Each team met in person and some members participated virtually during the month of April 2022. Teams consisted of at least one campus administrator, leadership team member, teacher, paraprofessional, parent, and CEIC member. During each meeting, the team reviewed multiple data sources in order to discuss campus strengths and weaknesses. Teams also reviewed the Plan4Learning Question document to guide their discussion.

On May 17, 2022, our CEIC team met to review our current year's goals. The campus principal presented CNA team findings which included problem statements and root causes in each area. CEIC members were able to ask questions and provide feedback.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Griffith Campus Needs Assessment Development - Spring 2022

- 4 areas of Evaluation
 - Demographics
 - Student Achievement
 - School Processes & Programs
 - Perceptions
- Each Team will have 7 members
 - Team Leader (member of the leadership team)
 - Secretary (member of the leadership team)
 - Member of Leadership Team
 - Administrator
 - Teacher
 - Paraprofessional

- Parent
- Meetings should be held between April 14- May 7, 2022
- Drafts are due to Ham by May 14 at 4:00
 - Minutes including team members participating
 - Data considered
 - Problem Statement(s) - only 1 or 2
 - Root Cause Analysis
 - Suggested strategies to meet needs

2.2: Regular monitoring and revision

Campus Improvement Plan implementation will be monitored throughout the year, with formal review meetings with the Campus Educational Improvement Council being conducted in November, January, March, and a summative review meeting in June.

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

The Campus Improvement Plan will be translated into Spanish and both the English and Spanish versions will be posted on the district's and campus' websites. Hard copies of both versions will be kept in the front office for review by interested stakeholders, and hard copies will be made for stakeholders upon request.

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	Implement quality Tier 1 ELAR instruction to increase student engagement by providing small group and differentiated instruction to meet the individual needs of all students.
1	2	1	Provide supplemental math programs to all student groups that enrich Tier 1 instruction in the area of mathematics.
1	2	3	Implement quality Tier 1 math instruction to increase student engagement by providing small group and differentiated instruction to meet the individual needs of all students.
5	1	1	Teachers will receive training in increasing student engagement and differentiation to support Tier 1 instruction while incorporating the PLC philosophy.
5	1	2	Provide Campus Administrators with training opportunities in order to deepen understanding of educational leadership roles to support campus staff, resulting in increased student performance.

Goal	Performance Objective	Strategy	Description
5	2	1	Use Professional Learning Communities time that is built into the Master Schedule to analyze student data, determine individual student learning needs, develop interventions specific to student learning needs, and evaluate the success of interventions.
5	2	2	Review and refine common formative assessments with teacher collaborative teams to align teaching and learning with appropriate rigor in order to improve Tier I instruction.
5	2	3	Conduct vertical alignment meetings at least four times during the 2022-2023 school year.

2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	1	2	Provide Tier 2 and 3 intervention support daily to students who Did Not Meet or Approaches Grade Level on STAAR Reading, or who did not score on grade level for district screeners particularly for students from lower-performing racial/ethnic groups, students identified as English Language Learners and students through special education.
1	1	3	Implement writing programs for Tier 1 writing instruction to improve writing performance in all grade levels, and to prepare third and fourth-grade students to successfully meet grade level on the new ELAR STAAR exams.
1	2	2	Increase Tier 2 and 3 intervention support four to five days per week for all students who Did Not Meet or Approach Grade Level on STAAR Math, or who did not score on grade level for district screeners, including students from lower-performing racial/ethnic groups, students identified as English Language Learners and special needs students.
2	1	3	Students will participate in moderate physical activities to help build stamina, reduce stress and release pent-up energy through recess and physical education classes.
2	2	1	Implement attendance monitoring and supports to increase daily student attendance.
4	1	1	The campus will provide instructional support to Tier 2 and Tier 3 students and/or students who do not meet state standards for the 2023 STAAR assessment during the summer of 2023.
4	1	2	Target Tutoring will be provided to Tier 2 and Tier 3 students before, during, or after school.
5	2	1	Use Professional Learning Communities time that is built into the Master Schedule to analyze student data, determine individual student learning needs, develop interventions specific to student learning needs, and evaluate the success of interventions.

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

Goal	Performance Objective	Strategy	Description
1	1	2	Provide Tier 2 and 3 intervention support daily to students who Did Not Meet or Approaches Grade Level on STAAR Reading, or who did not score on grade level for district screeners particularly for students from lower-performing racial/ethnic groups, students identified as English Language Learners and students through special education.
1	2	2	Increase Tier 2 and 3 intervention support four to five days per week for all students who Did Not Meet or Approach Grade Level on STAAR Math, or who did not score on grade level for district screeners, including students from lower-performing racial/ethnic groups, students identified as English Language Learners and special needs students.
2	1	1	The counselor will support student learning by providing lessons that address students' social, emotional, and mental health needs.
2	1	2	Campus administrators, the counselor, behavior specialist, special education teachers, and general education teachers will implement tiered behavioral supports, including methods for addressing violence prevention and intervention, bullying and to reduce the number of out-of-classroom placements, particularly for students with disabilities, or those served through special education.
2	1	3	Students will participate in moderate physical activities to help build stamina, reduce stress and release pent-up energy through recess and physical education classes.
4	1	2	Target Tutoring will be provided to Tier 2 and Tier 3 students before, during, or after school.
5	1	2	Provide Campus Administrators with training opportunities in order to deepen understanding of educational leadership roles to support campus staff, resulting in increased student performance.
5	2	1	Use Professional Learning Communities time that is built into the Master Schedule to analyze student data, determine individual student learning needs, develop interventions specific to student learning needs, and evaluate the success of interventions.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated in June following the receipt of state testing data and using a campus leadership team consisting of campus administrators and grade level heads. 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	1	3	The campus will host parent events at the school that focuses on ways in which they can partner with teachers in their child's education. These events will include strategies and parent practice opportunities related to student achievement.
3	1	4	The campus will publish the Parent and Family Engagement Policy in Spanish and English and communicate to parents that it is available on the campus website, through hard copies in the front office and through hard copies upon request.
3	1	5	The Title I, Part A Parent Advisory Council will review and revise as needed the Parent and Family Engagement Policy in April.

4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	1	During the 22-23 school year, we will have at least 10% participation, from each grade level, of parents/families at each family engagement event.
3	1	2	Parent meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of parents, including meetings at the beginning of the year when teachers and parents can review the Title I, Part A Teacher/Parent Compact.
3	1	3	The campus will host parent events at the school that focuses on ways in which they can partner with teachers in their child's education. These events will include strategies and parent practice opportunities related to student achievement.
3	2	1	Communication with parents, community, and staff will be given in the same manner to all families via newsletters, social media outlets, communication applications.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Reyna	Reading Interventionist	Title I	1.00
Mariel Delgado	Math Interventionist	Title I	1.00
Martha Diaz-Castillo	Reading Intervention Paraprofessional	Title I	1.00

Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,250.00
+/- Difference					\$5,250.00
Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Class Tag Subscription		\$1,875.00
4	1	2	Target Tutoring		\$11,103.00
4	1	3	Imagine Learning		\$2,159.00
Sub-Total					\$15,137.00
Budgeted Fund Source Amount					\$15,137.00
+/- Difference					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Personnel		\$70,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	IXL & Learning A-Z		\$10,500.00
4	1	2	Two Intervention Teachers		\$140,000.00
4	1	3	Edulastic		\$2,500.00
Sub-Total					\$153,000.00
Budgeted Fund Source Amount					\$153,000.00
+/- Difference					\$0.00

211 - Title I, Part A Parent & Family Engagement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	STREAM Night, Books, parent resources, and supplies		\$4,505.00
Sub-Total					\$4,505.00
Budgeted Fund Source Amount					\$4,505.00
+/- Difference					\$0.00
Grand Total Budgeted					\$247,892.00
Grand Total Spent					\$242,642.00
+/- Difference					\$5,250.00