

# **Brazosport Independent School District**

## **Gladys Polk Elementary**

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



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

# Mission Statement

The mission of Polk Elementary is to ensure all students learn at high levels and are future ready.

## Vision

A culture of collaboration focusing on results.

## Value Statement

Collective Commitments

Our primary purpose as educators is to build relationships with students and parents in a non-judgmental environment, fostering a love of learning and ensuring student success.

Our classrooms should be an inviting, student centered, engaging learning environment.

Great instruction consists of: engaging lessons focused on student centered learning with clear and measurable learning targets, ongoing assessment to check understanding and mastery, and differentiated instruction to meet the needs of all students.

We will use a variety of formative and summative assessment to collect data and ensure student learning.

When students struggle, we intervene by working collaboratively with all involved in a student's life to determine a plan to ensure student success

To prevent students from failing, we build relationships, provide a positive and engaging environment, and identify weaknesses early in order to close gaps.

We extend and enrich learning using projects, technology, higher level questioning, and extracurricular activities.

In order to be the school we want to be, we must ALL be 100% committed to student success.

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.	17
Goal 2: Brazosport ISD learning environments will be safe, secure, and conducive to learning.	25
Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.	29
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.	33
Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.	36
State Compensatory	39
Budget for Gladys Polk Elementary	40
Personnel for Gladys Polk Elementary	40
Title I	40
1.1: Comprehensive Needs Assessment	41
2.1: Campus Improvement Plan developed with appropriate stakeholders	41
2.2: Regular monitoring and revision	41
2.3: Available to parents and community in an understandable format and language	41
2.4: Opportunities for all children to meet State standards	41
2.5: Increased learning time and well-rounded education	42
2.6: Address needs of all students, particularly at-risk	43
3.1: Annually evaluate the schoolwide plan	44
4.1: Develop and distribute Parent and Family Engagement Policy	44
4.2: Offer flexible number of parent involvement meetings	45
5.1: Determine which students will be served by following local policy	45
Title I Personnel	45
Campus Funding Summary	46

# Comprehensive Needs Assessment

Revised/Approved: May 18, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Polk CEIC team met multiple times (March 27, 2023, April 24, 2023, May 8, 2023, May 18, 2023) during the spring 2023 semester and reviewed staff and family surveys and multiple data sources to discuss campus strengths and weaknesses in order to review and update the Campus Needs Assessment (CNA). The CEIC team also reviewed the Plan4Learning Question document to guide discussion.

When the CEIC team met on May 18, 2023, the team shared each group's data findings. 2023 STAAR Preliminary data was added into the CNA afterwards as it was not released until May 22, 2023. 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. Of particular interest, was student achievement and how to continue decrease the academic gaps and increase students' achievement especially when comparing sub populations to all student performance. In addition, discussion also centered around continuous campus wide improvements for the 2023-2024 school year.

The administrative team met again on June 1, 2023 to reflect on all of the input from this committee. From the result of that meeting, we reviewed the problem statements and root causes provided by the CEIC committees and input into Plan4learning.

# Demographics

## Demographics Summary

### Student Information:

Gladys Polk Elementary serves approximately 412 students, ranging from Pre-K to fourth grade. 65.78% of their students are economically disadvantaged. The ethnic breakdown is 7.77% African American, 50% Hispanic, 34.95% White, .24% Native American, 5.1% two or more races, and 1.94% Asian. 4.61% of students are considered EL and 39.56% are At-Risk. Polk's gifted and talented students represent 7.28% of the population, and 20.15% of GT students are identified as special education students. There are 9 (2.18%) homeless students.

Student attendance for this year improved to 94%, which was above last year's attendance of 92%. Our goal is for our attendance to average at 96%. We increased our attendance percentage by 2%.

### Staff Information:

The end of the year staff survey showed most staff members are satisfied with their work environment. Polk staff loves our small campus. 77% of staff feel they have the training to implement quality instruction for their students while 30% of staff felt they needed additional training to support their Tier 1 priorities. As a whole, staff responded favorably regarding: (1) school safety, (2) students who received the social and emotional support needed through PBIS and counselor support, and (3) their learners' success. Overall view of the school climate and culture as compared to last year's survey. 86% of staff would recommend their campus to a family in our community.

### Family Demographics:

88% of families surveyed were satisfied with their child's overall school experience. Polk families are supportive of our campus through an active PTO and committee representation (LPAC/CEIC). Polk families were satisfied (81%) with their child being prepared for the future, 84% feel their child is safe at school, 76% of families feel Polk staff welcomed their participation in the education of their child and 92% of families felt their child was a successful learner this year. 76% of parents felt welcomed when they visited the campus. 88% of parents felt they were well informed about activities, events, and volunteer opportunities. Parents like that Polk is a smaller campus.

### Demographics Strengths

- \* Teacher to student ratio was less than 22:1 in most classes/grades.
- \* 88% of families surveyed were satisfied with their child's overall school experience.
- \* Parent and staff surveys reflect a positive regard in terms of school safety.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30%

Masters in all STAAR testing for third and fourth grades math and reading. **Root Cause:** The academic gaps are not being closed with the current support(s).

**Problem Statement 2 (Prioritized):** Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. **Root Cause:** Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.

**Problem Statement 3 (Prioritized):** Student Attendance was 94%, which was 2% below our target of 96%. **Root Cause:** Attendance was negatively impacted by the after effects of COVID-19 and the consequences for excessive absences are not as enforced as they were in prior years.

**Problem Statement 4 (Prioritized):** Students are having difficulty with applying appropriate social and emotional skills and to emotionally self-regulate. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

**Problem Statement 5 (Prioritized):** Negative student behavior is impacting instruction and student achievement. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

# Student Learning

## Student Learning Summary

The beginning of the 2022-2023 school year began with an A rating from TEA and Polk was earned four of the five possible distinctions. Even though our attendance rate was less than our goal (94% reached/96% goal), we were able to provide instruction, routines and structures for students to successfully meet academic/social/emotional goals throughout the year.

We also found that as a campus, we have not been planning vertically as effectively as we had intended to ensure the essential outcomes for reading, writing, and math are being mastered at each grade level.

We also discovered that we want to continue our effective PLC processes to increase student success for all students.

The percentages of third and fourth grade students scoring at approaches/meets/masters levels for the 2023 STAAR reading and math are not yet released from TEA at this time (June 1, 2023); however, preliminary results indicate that our students performed well (RLA 3: 77% "likely passed", M3: 70% "likely passed", RLA 4: 68% "likely passed", M4: 65% "likely passed").

## Student Learning Strengths

- \* Polk staff and administration value the significance of early interventions as key to student success.
- \* Accommodations are working for most students including 504 students, dyslexic students, SpEd students, Tier 2 and 3 students and LEP students.
- \* 99% of students transitioned to the new online STAAR test.
- \* We continue to see an increase in students who are reaching their AR goals which is helping to promote literacy.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Vertical PLCs can help support our reading, language, and math essential outcomes to help build greater student success with a stronger vertical alignment. **Root Cause:** Lack of vertical alignment and vertical collaboration hinders student success.

**Problem Statement 2:** Online supplemental programs to support TEKS is not vertically aligned across grade levels to promote literacy and numeracy. **Root Cause:** Lack of vertical alignment and vertical collaboration is reflected in grade levels selecting different online supplemental programs to promote grade level literacy and numeracy.

**Problem Statement 3 (Prioritized):** Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. **Root Cause:** The academic gaps are not being closed with the current support(s).

**Problem Statement 4 (Prioritized):** Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. **Root Cause:** Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.

**Problem Statement 5 (Prioritized):** Students are having difficulty with applying appropriate social and emotional skills and to emotionally self-regulate. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

**Problem Statement 6 (Prioritized):** Negative student behavior is impacting instruction and student achievement. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.



# School Processes & Programs

## School Processes & Programs Summary

Polk staff is willing and eager to meet the needs of each student. Teachers at each grade level have a daily common planning time. This allows all necessary staff to attend parent conferences and for teachers to plan lessons collaboratively. Polk's master schedule includes an hour of RtI time daily for each grade level. This time allows students to receive needed services such as special education tutorials, GT services, and Tier 2 and 3 interventions. In addition, Polk staff receive a half day each 9 weeks to plan rigorous and highly effective lessons by grade level/department including creating common formative assessments to be used in each grade level classroom. Discussions indicated we can use this time in 23-24 to create more rigorous and online CFS (kinder and first grades will be paper based) and use PLCs to effectively discuss results and next steps. Further, the specials teachers (STREAM, music, and P.E teachers) utilized their half day planning each nine weeks to plan and implement PBIS incentives across the campus.

Students receiving Tier 2 and 3 interventions are provided these services by three intervention specialists, two special education teachers, and four paraprofessionals.

Student attendance is one area of concern as we did not meet our goal of 96% average attendance for 22-23. Polk will include individual student attendance incentives as well as classroom incentives each 9 weeks. Teachers will communicate with families when a student has been absent for two consecutive days.

Another area of concern for 22-23 was the increase in discipline referrals. When analyzed, discipline data reflected: recess concerns, transitional areas (hallways, cafeteria, and specials classes) as areas to focus on student expectations.

## School Processes & Programs Strengths

- Common planning time for each grade level.
- Half Day Planning each 9 weeks for grade levels/departments
- Master schedule allows for maximum instructional time
- Scheduled tutorials and interventions

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Inconsistent school-wide PBIS implementation contributes to lack of effective expectations in all areas of campus. **Root Cause:** Staff is not consistently implementing school-wide PBIS expectations across all campus areas.

**Problem Statement 2 (Prioritized):** Student Attendance was 94%, which was 2% below our target of 96%. **Root Cause:** Attendance was negatively impacted by the after effects of COVID-19 and the consequences for excessive absences are not as enforced as they were in prior years.

**Problem Statement 3 (Prioritized):** Students are having difficulty with applying appropriate social and emotional skills and to emotionally self-regulate. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

**Problem Statement 4 (Prioritized):** Negative student behavior is impacting instruction and student achievement. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

**Problem Statement 5 (Prioritized):** Some families surveyed indicated they do not feel welcomed as a partner in their child's education. **Root Cause:** Teachers and families need continued training on best practices and more opportunities to engage as partners in student learning.

**Problem Statement 6 (Prioritized):** Overall parent dissatisfaction was approximately 12%. **Root Cause:** Staff and families need training on best practices and opportunities to engage as partners in student learning.

# Perceptions

## Perceptions Summary

Polk Elementary is considered a safe and trusted environment by both staff and families as evidenced by end of year surveys. Our goal is to provide rigorous and relevant learning experiences to ensure that every student is future ready, and to provide learning environments that are conducive to learning at high levels. Staff needs training on reaching our At Risk students, special education students, African American students, and increasing the rigor for all students. Staff also needs training on partnering with parents for their students' educational needs.

Polk will increase parent teacher engagement by building consistent positive relationships with our students and families. We have monthly and quarterly literacy activities planned for families and school participation to foster a love for reading and joint efforts to promote collaboration between school and home.

## Staff Responses:

The end of the year staff survey showed most staff members are satisfied with their work environment; while other staff members shared their concerns for our campus. This includes 83% of our staff who are satisfied with the support for quality instruction provided to them throughout the school year. 94% of teachers surveyed believe their students were successful learners this year. 91% of teachers felt that PBIS was implemented consistently and with fidelity. Teachers are collaborating and working well together in our small community.

As a whole, staff responded favorably regarding: (1) school safety, (2) students are provided the support they need for academic growth and improvement, (3) students receive the social and emotional support needed, (4) adequate training and resources provided to implement language supports.

CEIC team noted some areas to improve PBIS school-wide implementation. Consistent expectations taught with vertical alignment will continue to promote a healthy and safe school environment for all students and staff. Staff survey also noted inconsistent behaviors in unstructured areas of school such as recess, lunch, and sometime in the specials areas such as music, p.e., computer lab, and STREAM (or the transitions to/from these areas).

## Parent responses:

Of the parents surveyed, more than 90% felt their students were successful learners. Polk families are supportive of our campus through an active PTO and committee representation (LPAC/CEIC).

88% of our families surveyed felt satisfied with Polk Elementary and would recommend Polk to other families.

Some parents surveyed said they do not feel welcomed as partners in their child's education.

## Perceptions Strengths

- Most staff feel supported and see positive student results due to collaboration and school-wide expectations, procedures, and routines.
- Supportive PTO
- End of year survey results indicate parents are satisfied with their child's experience with Polk Elementary.

- Social Skills Training provided by the school counselor and classroom teachers.

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

**Problem Statement 1 (Prioritized):** Some families surveyed indicated they do not feel welcomed as a partner in their child's education. **Root Cause:** Teachers and families need continued training on best practices and more opportunities to engage as partners in student learning.

**Problem Statement 2 (Prioritized):** Overall parent dissatisfaction was approximately 12%. **Root Cause:** Staff and families need training on best practices and opportunities to engage as partners in student learning.

**Problem Statement 3 (Prioritized):** Inconsistent school-wide PBIS implementation contributes to lack of effective expectations in all areas of campus. **Root Cause:** Staff is not consistently implementing school-wide PBIS expectations across all campus areas.

# Priority Problem Statements

**Problem Statement 1:** Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading.

**Root Cause 1:** The academic gaps are not being closed with the current support(s).

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math.

**Root Cause 2:** Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** Student Attendance was 94%, which was 2% below our target of 96%.

**Root Cause 3:** Attendance was negatively impacted by the after effects of COVID-19 and the consequences for excessive absences are not as enforced as they were in prior years.

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

**Problem Statement 4:** Students are having difficulty with applying appropriate social and emotional skills and to emotionally self-regulate.

**Root Cause 4:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

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

**Problem Statement 5:** Negative student behavior is impacting instruction and student achievement.

**Root Cause 5:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

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

**Problem Statement 6:** Vertical PLCs can help support our reading, language, and math essential outcomes to help build greater student success with a stronger vertical alignment.

**Root Cause 6:** Lack of vertical alignment and vertical collaboration hinders student success.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Inconsistent school-wide PBIS implementation contributes to lack of effective expectations in all areas of campus.

**Root Cause 7:** Staff is not consistently implementing school-wide PBIS expectations across all campus areas.

**Problem Statement 7 Areas:** School Processes & Programs - Perceptions

**Problem Statement 8:** Some families surveyed indicated they do not feel welcomed as a partner in their child's education.

**Root Cause 8:** Teachers and families need continued training on best practices and more opportunities to engage as partners in student learning.

**Problem Statement 8 Areas:** School Processes & Programs - Perceptions

**Problem Statement 9:** Overall parent dissatisfaction was approximately 12%.

**Root Cause 9:** Staff and families need training on best practices and opportunities to engage as partners in student learning.

**Problem Statement 9 Areas:** School Processes & Programs - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

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

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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



# 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 percent of 3rd grade and 4th grade students that score Meets Grade Level or above on STAAR RLA will increase from 63% to 65% in third grade and 60% to 65% for fourth grade. (HB 3 Early Literacy Goal)

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Results

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> The number of students requiring Tier II ELAR support will decline by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the level of rigor in ELAR instruction through deep analysis of student expectations.  <b>Strategy's Expected Result/Impact:</b> By the end of the year, all math and ELAR teachers will navigate the play lists and provide evidence that the elements of appropriate academic rigor are evident in each lesson.  <b>Staff Responsible for Monitoring:</b> Principal  Math and ELAR Content Coordinators/Specialists</p> <p><b>Title I:</b>  2.4  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish grade level PLCs to the Sustaining level.  <b>Strategy's Expected Result/Impact:</b> By the end of the year, each grade level will have a Sustaining PLC.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create greater consistency in the AR reading program in grades K-4 to increase fluency, comprehension; and vocabulary for grades K-4.  <b>Strategy's Expected Result/Impact:</b> 80% of first through fourth grade students will make the campus reading team; students and teachers will collaborate to set and reach 9 week AR reading goals.  <b>Staff Responsible for Monitoring:</b> Librarian, Classroom Teachers, Principal</p> <p><b>Title I:</b>  2.5  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Grade levels will meet for a half-day each cycle to plan, collaborate, and create Common Formative Assessments for RLA and Math for the upcoming nine-weeks. The "specials" team will meet to plan and collaborate on how to support literacy, numeracy, and social-emotional success for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the third cycle, teachers will be able to independently build formative assessments, complete the unit template and to use that data to drive instructional planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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 RLA STAAR exams.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators District ELAR Coordinator</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Administer the STAR Renaissance reading screener monthly to students who failed the previous year's end of year reading CBA or STAAR Reading exam to monitor their growth toward grade level</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students who failed the STAAR reading or end of year CBA in 2022-2023 will perform at or above grade level as measured by the EOY STAR Ren screener.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Interventionists, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Administer the STAR Renaissance reading screener to all students at the beginning of each grading period to determine their base zone of proximal development for that grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of first through fourth grade students will make the campus reading team and their 9 week reading goal.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Classroom Teachers, Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</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 1:</b> Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. <b>Root Cause:</b> The academic gaps are not being closed with the current support(s).</p> <p><b>Problem Statement 2:</b> Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. <b>Root Cause:</b> Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.</p>

## Student Learning

**Problem Statement 1:** Vertical PLCs can help support our reading, language, and math essential outcomes to help build greater student success with a stronger vertical alignment.

**Root Cause:** Lack of vertical alignment and vertical collaboration hinders student success.

**Problem Statement 3:** Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. **Root Cause:** The academic gaps are not being closed with the current support(s).

**Problem Statement 4:** Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. **Root Cause:** Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.

**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 percent of 3rd grade and 4th grade students that score Meets Grade Level or above on STAAR Math will increase from 71% to 75% in third grade and 69% to 75% for fourth grade. (HB 3 Early Literacy Goal)

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the level of rigor in math instruction through deep analysis of student expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, all math and ELAR teachers will navigate the play lists and instructional guides provided through Lead4ward and provide evidence that the elements of appropriate academic rigor are evident in each lesson.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Math and ELAR Content Coordinators/Specialists</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement quality Tier 1 math 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> The number of students requiring Tier II ELAR support will decline by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Grade levels will meet for a half-day each cycle to plan, collaborate, and crete common formative assessments for the upcoming nine-weeks</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the third cycle, teachers will be able to independently build formative assessments, complete the unit template and to use that data to drive instructional planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide supplemental math programs to enrich Tier 1 instruction in mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students in grades K-4 will perform at or above grade level on the end of year math screener.</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>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide intervention support to students who score at the Did Not Meet and Approaches Grade Levels on district CBA's or STAAR Math, or 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> All students who perform at the Did Not Meets and Approaches Grade Level on CBA's 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><b>Staff Responsible for Monitoring:</b> Campus Administrators, Current Campus Interventionists</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. <b>Root Cause:</b> The academic gaps are not being closed with the current support(s).</p>
<p><b>Problem Statement 2:</b> Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. <b>Root Cause:</b> Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.</p>
Student Learning
<p><b>Problem Statement 1:</b> Vertical PLCs can help support our reading, language, and math essential outcomes to help build greater student success with a stronger vertical alignment. <b>Root Cause:</b> Lack of vertical alignment and vertical collaboration hinders student success.</p>
<p><b>Problem Statement 3:</b> Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. <b>Root Cause:</b> The academic gaps are not being closed with the current support(s).</p>
<p><b>Problem Statement 4:</b> Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. <b>Root Cause:</b> Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.</p>



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

**Performance Objective 3:** In 2023-2024, each Polk Elementary School student will receive well-rounded educational education by using the Science, Technology, Reading, Engineering, Art and Mathematics (STREAM) lab each week.

**Evaluation Data Sources:** 2023 STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide all students with weekly access to the STREAM (Science, Technology, Reading, Engineering, Art, and Mathematics) lab through the Master Schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> All Polk students will receive at least one STREAM lab lesson from a certified teacher each week.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</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:**

Demographics
<p><b>Problem Statement 1:</b> Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. <b>Root Cause:</b> The academic gaps are not being closed with the current support(s).</p>
<p><b>Problem Statement 2:</b> Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. <b>Root Cause:</b> Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.</p>
Student Learning
<p><b>Problem Statement 3:</b> Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. <b>Root Cause:</b> The academic gaps are not being closed with the current support(s).</p>
<p><b>Problem Statement 4:</b> Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. <b>Root Cause:</b> Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.</p>

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





**Performance Objective 1:** In 2023-2024, Polk Elementary School will provide supports to students to create learning environments that are safe and conducive to learning resulting in a 10% or more improvement in Meets Grade Level performance on all STAAR exams for each racial/ethnic and special program population group identified as under performing in 2022-2023.

**High Priority**

**Evaluation Data Sources:** Walkthrough data, T-TESS Evaluation Data, End of the Year Survey Data

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 school year, the counselor will have provided 15 SEL counseling lessons to students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4, 5 - Student Learning 5, 6 - School Processes &amp; Programs 3, 4</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 content information. All families with children who are eligible to receive free or reduced meals will be provided with information on how to apply for that benefit.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 5 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All staff will implement Positive Behavior Intervention and Supports (PBIS) and CHAMPS expectations school-wide to develop a proactive and positive environment so that learning time can be maximized and to reduce the number of discipline referrals and out of classroom placements.</p> <p><b>Strategy's Expected Result/Impact:</b> Referrals and out of class placements will be reduced by 10% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rate will increase to 96%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The counselor will provide violence prevention and intervention training to all staff, and provide supports to students affected by violence.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students discretionary assigned to Project Grow who are served by special education will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 5 - School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will participate in moderate physical activities to help build stamina, reduce stress and release pent-up energy through recess and physical education classes, and all third and fourth grade students will take the Fitnessgram.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students in grades 3 and 4 will master the fitness gram.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teacher, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4, 5 - Student Learning 5, 6 - School Processes &amp; Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Campus administrators, the counselor, special education teachers and general education teachers will implement tiered behavioral supports (PBIS and CHAMPS) 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> The number of students receiving out of classroom placements will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 3</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 3:</b> Student Attendance was 94%, which was 2% below our target of 96%. <b>Root Cause:</b> Attendance was negatively impacted by the after effects of COVID-19 and the consequences for excessive absences are not as enforced as they were in prior years.</p>
<p><b>Problem Statement 4:</b> Students are having difficulty with applying appropriate social and emotional skills and to emotionally self-regulate. <b>Root Cause:</b> Students are arriving at school with a lack or a limited amount of social and emotional skills.</p>
<p><b>Problem Statement 5:</b> Negative student behavior is impacting instruction and student achievement. <b>Root Cause:</b> Students are arriving at school with a lack or a limited amount of social and emotional skills.</p>

### Student Learning

**Problem Statement 5:** Students are having difficulty with applying appropriate social and emotional skills and to emotionally self-regulate. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

**Problem Statement 6:** Negative student behavior is impacting instruction and student achievement. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

### School Processes & Programs

**Problem Statement 1:** Inconsistent school-wide PBIS implementation contributes to lack of effective expectations in all areas of campus. **Root Cause:** Staff is not consistently implementing school-wide PBIS expectations across all campus areas.

**Problem Statement 2:** Student Attendance was 94%, which was 2% below our target of 96%. **Root Cause:** Attendance was negatively impacted by the after effects of COVID-19 and the consequences for excessive absences are not as enforced as they were in prior years.

**Problem Statement 3:** Students are having difficulty with applying appropriate social and emotional skills and to emotionally self-regulate. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

**Problem Statement 4:** Negative student behavior is impacting instruction and student achievement. **Root Cause:** Students are arriving at school with a lack or a limited amount of social and emotional skills.

### Perceptions

**Problem Statement 3:** Inconsistent school-wide PBIS implementation contributes to lack of effective expectations in all areas of campus. **Root Cause:** Staff is not consistently implementing school-wide PBIS expectations across all campus areas.

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

**Performance Objective 1:** In 2023-2024, Polk Elementary School will actively work to engage parents in the education of their children resulting in a 10% or more decrease in the percentage of parents who indicate that they did not feel welcomed as a partner in their child's education.

**High Priority**

**Evaluation Data Sources:** End of Year Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Polk Facebook page will be updated regularly to share student accomplishments, ways in which parents can volunteer and serve the campus, and with information to help parents engage in and support their child's learning.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of parents who identify the campus Facebook page as their preferred method to receive information will increase from 9% to 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus PTO Representatives, Grade Level Representatives</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will ensure that at least two parents are present at the Campus Educational Improvement Council meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Two or more parents will be assigned to the CEIC before the first meeting in September and at least two will be in attendance at each CEIC meeting.</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> School Processes &amp; Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will ensure that at least one parent from each grade level is partnered with a teacher from that grade level to serve on the Parent Advisory Council for Title, I, Part A.</p> <p><b>Strategy's Expected Result/Impact:</b> The Parent Advisory Council to support the Schoolwide Program will have at least one teacher and one parent per grade level assigned as a member.</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> School Processes &amp; Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Communication will be provided to parents in a timely manner and in a language the parent understands.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The campus will host parent events at the school that focus on ways in which they can partner with teachers in their child's education.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will host at least two events each semester.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Parent and Family Engagement Activities - 211 - Title I, Part A Parent &amp; Family Engagement - 211.61.6399.00.113.30 - \$1,182</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</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 81% to 90%.</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> School Processes &amp; Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Parents and teacher will meet at the beginning of the year at times convenient to parents to review and sign the Title I, Part A Parent Compact.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents will conference with teachers and sign the Parent Compact.</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> School Processes &amp; Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The campus will both publish and post the Parent and Family Engagement Policy in Spanish and English, and will distribute it to parents at the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents will either receive a published copy of the Parent and Family Engagement Policy in either Spanish or English, or will receive a link to it.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> The campus Title I, Part A Parent Advisory Committee will review and revise as needed the Parent and Family Engagement Policy.</p> <p><b>Strategy's Expected Result/Impact:</b> The Parent and Family Engagement Policy will be reviewed in April and revised as needed for 2023-2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> Some families surveyed indicated they do not feel welcomed as a partner in their child's education. <b>Root Cause:</b> Teachers and families need continued training on best practices and more opportunities to engage as partners in student learning.</p>
<p><b>Problem Statement 6:</b> Overall parent dissatisfaction was approximately 12%. <b>Root Cause:</b> Staff and families need training on best practices and opportunities to engage as partners in student learning.</p>
Perceptions
<p><b>Problem Statement 1:</b> Some families surveyed indicated they do not feel welcomed as a partner in their child's education. <b>Root Cause:</b> Teachers and families need continued training on best practices and more opportunities to engage as partners in student learning.</p>
<p><b>Problem Statement 2:</b> Overall parent dissatisfaction was approximately 12%. <b>Root Cause:</b> Staff and families need training on best practices and opportunities to engage as partners in student learning.</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, Polk Elementary School will allocate supplemental funds to support the overall instructional program of the campus and to address learning loss resulting in the all students group meeting or exceeding the math and reading Meets Grade Level targets for the early literacy and numeracy goals, and a 10% or more improvement in Meets Grade Level performance on all STAAR exams for each racial/ethnic and special program population group identify as under performing in 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results, Star Renaissance

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> 80% of students in grades K-4 will perform at or above grade level on the end of year math and reading screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p> <p><b>Funding Sources:</b> Additional Programming - 211 - Title I, Part A - 211.11.6399.00.113.30, Supplies/Aps/Materials - Local 30-State Comp Ed - \$3,900</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will allocate Supplemental funding to pay for tutoring of students identified as at risk.  <b>Strategy's Expected Result/Impact:</b> All students identified as At Risk of failing will be provided with timely tutoring aligned to their performance deficiencies.  <b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, Campus Interventionist</p> <p><b>Title I:</b> 2.5  - <b>TEA Priorities:</b>  Improve low-performing schools  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4  <b>Funding Sources:</b> Tutorials - Local 30-State Comp Ed - 199.11.6118.00.113.30 - \$5,803, Tutorials - 211 - Title I, Part A - 211.11.6118.00.113.30 - \$2,782</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will implement a comprehensive identification and coding process for at risk students, and monitor its implementation.  <b>Strategy's Expected Result/Impact:</b> All students identified as At Risk of failing will be provided with timely tutoring aligned to their performance deficiencies.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b> 2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  <b>Problem Statements:</b> Demographics 2 - Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. <b>Root Cause:</b> The academic gaps are not being closed with the current support(s).</p> <p><b>Problem Statement 2:</b> Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. <b>Root Cause:</b> Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.</p>

## Student Learning

**Problem Statement 3:** Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. **Root Cause:** The academic gaps are not being closed with the current support(s).

**Problem Statement 4:** Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. **Root Cause:** Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.

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





**Performance Objective 1:** In 2023-2024, Polk Elementary will ensure that 100% of staff are trained in instructional practices associated with a sustainable Professional Learning Community.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Professional Development agendas and sign in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive training in increasing student engagement and differentiation to support Tier 1 instruction.  <b>Strategy's Expected Result/Impact:</b> 80% of students in grades K-4 will perform at or above grade level on the end of year math and reading screeners.  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3, 4  <b>Funding Sources:</b> Professional Development - 282-ESSER III</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.  <b>Strategy's Expected Result/Impact:</b> 80% of students in grades K-4 will perform at or above grade level on the end of year math and reading screeners.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will provide additional paraprofessionals (1-2) to support classroom teachers with providing timely interventions to Tier 2 and 3 students.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students who failed the STAAR reading/math or end of year CBA in 2021-20212 will perform at or above grade level as measured by the EOY STAR Ren screener.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p> <p><b>Funding Sources:</b> Intervention Paras - 211 - Title I, Part A - 211.11.6129.00.113.30 - \$97,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will provide an Interventionist to provide services to students identified as having dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students who failed the STAAR reading or end of year CBA in 2022-2023 will perform at or above grade level as measured by the EOY STAR Ren screener.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3</p> <p><b>Funding Sources:</b> Interventionist/Dyslexia - Local 30-State Comp Ed Personnel - 199.11.6119.00.113.30 - \$70,000</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 1:</b> Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. <b>Root Cause:</b> The academic gaps are not being closed with the current support(s).</p> <p><b>Problem Statement 2:</b> Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. <b>Root Cause:</b> Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.</p>

## Student Learning

**Problem Statement 1:** Vertical PLCs can help support our reading, language, and math essential outcomes to help build greater student success with a stronger vertical alignment.

**Root Cause:** Lack of vertical alignment and vertical collaboration hinders student success.

**Problem Statement 3:** Preliminary 2023 STAAR results indicate the performance of Special Education students is below 90% Approaches, 60% Meets, and 30% Masters in all STAAR testing for third and fourth grades math and reading. **Root Cause:** The academic gaps are not being closed with the current support(s).

**Problem Statement 4:** Preliminary 2023 STAAR results indicate the performance of African American, special education, and Hispanic students are not performing as well as compared to their peers in STAAR testing for third and fourth grade, reading and math. **Root Cause:** Quality Tier I instruction is not being provided in a differentiated format/ at the appropriate rigor level across all grade levels.

# State Compensatory

## Budget for Gladys Polk Elementary

**Total SCE Funds:** \$79,703.00

**Total FTEs Funded by SCE:** 0.73

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

SCE funds are used to support at-risk students through tutorials and by funding an interventionist for the campus.

## Personnel for Gladys Polk Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kathy Reed	Interventionist	0.73



# Title I

## 1.1: Comprehensive Needs Assessment

The Polk CEIC team met multiple times (March 27, 2023, April 24, 2023, May 8, 2023, May 18, 2023) during the spring 2023 semester and reviewed staff and family surveys and multiple data sources to discuss campus strengths and weaknesses in order to review and update the Campus Needs Assessment (CNA). The CEIC team also reviewed the Plan4Learning Question document to guide discussion.

When the CEIC team met on May 18, 2023, the team shared each group's data findings. 2023 STAAR Preliminary data was added into the CNA afterwards as it was not released until May 22, 2023. 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. Of particular interest, was student achievement and how to continue decrease the academic gaps and increase students' achievement especially when comparing sub populations to all student performance. In addition, discussion also centered around continuous campus wide improvements for the 2023-2024 school year.

The administrative team met again on June 1, 2023 to reflect on all of the input from this committee. From the result of that meeting, we reviewed the problem statements and root causes provided by the CEIC committees and input into Plan4learning.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Polk CEIC team met multiple times (March 27, 2023, April 24, 2023, May 8, 2023, May 18, 2023) during the spring 2023 semester and reviewed staff and family surveys and multiple data sources to discuss campus strengths and weaknesses in order to review and update the Campus Needs Assessment (CNA). The CEIC team also reviewed the Plan4Learning Question document to guide discussion.

When the CEIC team met on May 18, 2023, the team shared each group's data findings. 2023 STAAR Preliminary data was added into the CNA afterwards as it was not released until May 22, 2023. 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. Of particular interest, was student achievement and how to continue decrease the academic gaps and increase students' achievement especially when comparing sub populations to all student performance. In addition, discussion also centered around continuous campus wide improvements for the 2023-2024 school year.

The administrative team met again on June 1, 2023 to reflect on all of the input from this committee. From the result of that meeting, we reviewed the problem statements and root causes provided by the CEIC committees and input into Plan4learning.

## 2.2: Regular monitoring and revision

The CEIC meets quarterly and in May to conduct three formative and a summative evaluation of the CIP.

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

The CIP is available electronically on the district website, and in hard copy at the campus in both English and Spanish.

## 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 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	1	2	Increase the level of rigor in ELAR instruction through deep analysis of student expectations.
1	1	3	Establish grade level PLCs to the Sustaining level.
1	1	5	Grade levels will meet for a half-day each cycle to plan, collaborate, and create Common Formative Assessments for RLA and Math for the upcoming nine-weeks. The "specials" team will meet to plan and collaborate on how to support literacy, numeracy, and social-emotional success for all students.
1	1	6	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 RLA STAAR exams.
1	1	8	Administer the STAR Renaissance reading screener to all students at the beginning of each grading period to determine their base zone of proximal development for that grading period.
1	2	1	Increase the level of rigor in math instruction through deep analysis of student expectations.
1	2	2	Implement quality Tier 1 math 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	3	Grade levels will meet for a half-day each cycle to plan, collaborate, and create common formative assessments for the upcoming nine-weeks
5	1	1	Teachers will receive training in increasing student engagement and differentiation to support Tier 1 instruction.

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

Goal	Performance Objective	Strategy	Description
1	1	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.
1	1	4	Create greater consistency in the AR reading program in grades K-4 to increase fluency, comprehension; and vocabulary for grades K-4.
1	1	6	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 RLA STAAR exams.
1	2	4	Provide supplemental math programs to enrich Tier 1 instruction in mathematics.

Goal	Performance Objective	Strategy	Description
1	2	5	Provide intervention support to students who score at the Did Not Meet and Approaches Grade Levels on district CBA's or STAAR Math, or 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	1	Provide all students with weekly access to the STREAM (Science, Technology, Reading, Engineering, Art, and Mathematics) lab through the Master Schedule.
2	1	1	The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.
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 funding to pay for tutoring of students identified as at risk.
5	1	3	The campus will provide additional paraprofessionals (1-2) to support classroom teachers with providing timely interventions to Tier 2 and 3 students.

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

Goal	Performance Objective	Strategy	Description
1	1	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.
1	1	3	Establish grade level PLCs to the Sustaining level.
1	1	7	Administer the STAR Renaissance reading screener monthly to students who failed the previous year's end of year reading CBA or STAAR Reading exam to monitor their growth toward grade level
1	2	2	Implement quality Tier 1 math 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	5	Provide intervention support to students who score at the Did Not Meet and Approaches Grade Levels on district CBA's or STAAR Math, or 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.
2	1	1	The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.

Goal	Performance Objective	Strategy	Description
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	All staff will implement Positive Behavior Intervention and Supports (PBIS) and CHAMPS expectations school-wide to develop a proactive and positive environment so that learning time can be maximized and to reduce the number of discipline referrals and out of classroom placements.
2	1	4	Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.
2	1	5	The counselor will provide violence prevention and intervention training to all staff, and provide supports to students affected by violence.
2	1	6	Students will participate in moderate physical activities to help build stamina, reduce stress and release pent-up energy through recess and physical education classes, and all third and fourth grade students will take the Fitnessgram.
2	1	7	Campus administrators, the counselor, special education teachers and general education teachers will implement tiered behavioral supports (PBIS and CHAMPS) to reduce the number of out of classroom placements, particularly for students with disabilities, or those served through special education.
3	1	1	The Polk Facebook page will be updated regularly to share student accomplishments, ways in which parents can volunteer and serve the campus, and with information to help parents engage in and support their child's learning.
4	1	3	The campus will implement a comprehensive identification and coding process for at risk students, and monitor its implementation.
5	1	2	The principal will ensure that all highest at risk students are assigned to the most highly effective teachers.
5	1	4	The campus will provide an Interventionist to provide services to students identified as having dyslexia.

### 3.1: Annually evaluate the schoolwide plan

The plan is receives a preliminary summative evaluation in June with the CEIC, and a final summative following the receipt of state assessment scores in June.

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

Goal	Performance Objective	Strategy	Description
3	1	4	Communication will be provided to parents in a timely manner and in a language the parent understands.
3	1	8	The campus will both publish and post the Parent and Family Engagement Policy in Spanish and English, and will distribute it to parents at the beginning of the school year.

Goal	Performance Objective	Strategy	Description
3	1	9	The campus Title I, Part A Parent Advisory Committee will review and revise as needed the Parent and Family Engagement Policy.

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

Goal	Performance Objective	Strategy	Description
3	1	2	The campus will ensure that at least two parents are present at the Campus Educational Improvement Council meetings.
3	1	3	The campus will ensure that at least one parent from each grade level is partnered with a teacher from that grade level to serve on the Parent Advisory Council for Title, I, Part A.
3	1	5	The campus will host parent events at the school that focus on ways in which they can partner with teachers in their child's education.
3	1	6	Parent meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of parents.
3	1	7	Parents and teacher will meet at the beginning of the year at times convenient to parents to review and sign the Title I, Part A Parent Compact.

#### 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>
Chelsea Foster	Paraprofessional	Intervention	1.0
Jasea Stansel	Paraprofessional	Intervention	1.0
Shanna McEwen	Interventionist	Title1 Part A	1.0

# Campus Funding Summary

Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Supplies/Aps/Materials		\$3,900.00
4	1	2	Tutorials	199.11.6118.00.113.30	\$5,803.00
<b>Sub-Total</b>					\$9,703.00
<b>Budgeted Fund Source Amount</b>					\$9,703.00
<b>+/- Difference</b>					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Interventionist/Dyslexia	199.11.6119.00.113.30	\$70,000.00
<b>Sub-Total</b>					\$70,000.00
<b>Budgeted Fund Source Amount</b>					\$70,000.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Additional Programming	211.11.6399.00.113.30	\$0.00
4	1	2	Tutorials	211.11.6118.00.113.30	\$2,782.00
5	1	3	Intervention Paras	211.11.6129.00.113.30	\$97,000.00
<b>Sub-Total</b>					\$99,782.00
<b>Budgeted Fund Source Amount</b>					\$99,782.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Parent and Family Engagement Activities	211.61.6399.00.113.30	\$1,182.00
<b>Sub-Total</b>					\$1,182.00
<b>Budgeted Fund Source Amount</b>					\$1,182.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$180,667.00
<b>Grand Total Spent</b>					\$180,667.00

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

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
				<b>+/- Difference</b>	<b>\$0.00</b>