

Conroe Independent School District

Glen Loch Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in Mathematics
Postsecondary Readiness



Mission Statement

Glen Loch is committed to ensure high levels of learning for all students creating confident, independent, and successful citizens.

Vision

Every student, every day growing them the Gator way!

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Glen Loch Elementary in Conroe ISD made clear progress for the 2019 school year according to the TEA Accountability System. However, there is work to be done. Increasing student achievement is our top priority.

DOMAIN I STUDENT ACHIEVEMENT OVERALL SCORE - 82

All Grades All Subjects at Meets Grade Level or Above

2018 - 45%; 2019 - 53%

All Grades/Reading at Meets Grade Level or Above

2018 - 44%; 2019 - 52%

All Grades/Mathematics at Meets Grade Level or Above

2018 - 53%; 2019 - 58%

All Grades/Writing at Meets Grade Level or Above

2018 - 28%; 2019 - 43%

DOMAIN II STUDENT PROGRESS OVERALL SCORE - 74

Grade 4 Reading

2018 - 61%; 2019 - 71%

Grade 4 Math

2018 - 58%; 2019 - 70%

A deeper analysis shows the following STAAR achievement scores in Student Populations at Glen Loch.

Grade 3 Reading at Meets Grade Level or Above

	Eco Dis	Hispanic White	
2018	23%	42%	42%
2019	38%	55%	62%

Grade 3 Math at Meets Grade Level or Above

	Eco Dis	Hispanic White	
2018	42%	53%	64%
2019	41%	54%	67%

Grade 4 Reading at Meets Grade Level or Above

	Eco Dis	Hispanic White	
2018	25%	35%	56%
2019	25%	44%	54%

Grade 4 Math at Meets Grade Level or Above

	Eco Dis	Hispanic White	
2018	43%	41%	56%
2019	42%	53%	66%

Grade 4 Writing at Meets Grade Level or Above

	Eco Dis	Hispanic	White
2018	20%	29%	29%
2019	23%	43%	47%

PHONICS

Additional data was considered in the area of Phonics using mclass. The following data was collected during the beginning of year assessment window.

Kindergarten	BOY Composite	Letter Names	Phonemic Awareness Level	Letter Sounds	Decoding	Word Reading Fluency
Well Below	30	30	18	18	19	19
Below	18	16	19	4	42	42
At	13	27	32	12	12	12
Above	12	0	4	6	0	0

1st Grade	BOY Composite	Letter Names	Phonemic Awareness Level	Letter Sounds	Decoding	Word Reading Fluency
Well Below	39	39	42	44	37	41
Below	12	16	24	8	15	8
At	10	20	9	15	18	9
Above	14	0	0	8	5	17

2nd Grade	BOY Composite	Letter Names	Phonemic Awareness Level	Letter Sounds	Decoding	Word Reading Fluency
Well Below	31	not tested	not tested	43	39	24
Below	9			8	11	11
At	19			29	30	46
Above	24			3	3	2

3rd Grade	BOY Composite	Letter Names	Phonemic Awareness Level	Letter Sounds	Decoding	Word Reading Fluency
Well Below	24	not tested	not tested	39	40	18
Below	17			3	4	12
At	10			25	21	34
Above	17			1	3	4

READING LEVELS

The beginning of year assessment data for BAS (Benchmark Assessment System) provides the following data.

Kinder - 67 of 100 students below reading level

First Grade - 25 of 101 students below reading level

Second Grade - 52 of 103 students below reading level

Third Grade - 51 of 93 students below reading level

Fourth Grade - 65 of 112 students below reading level

Student Achievement Strengths

There were a number of strengths and celebrations in the STAAR data from 2018 to 2019 with increases in the following areas:

All Grades, All Subjects

Grade 3 Reading - Eco Dis, Hispanic and White

Grade 3 Math - - Hispanic and White

Grade 4 Reading - Hispanic

Grade 4 Math - Hispanic and White

Grade 4 Writing - Eco Dis, Hispanic and White

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): End of year BAS Reading Levels at Glen Loch historically are below Conroe ISD expectations for the end of the year. **Root Cause:** Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness.

Problem Statement 2 (Prioritized): End of year BAS Reading Levels at Glen Loch historically are below Conroe ISD expectations for the end of the year. **Root Cause:** Teachers need to training to learn the differences in the Tier I Word Study resources available from Conroe ISD.

Problem Statement 3 (Prioritized): While 21 staff said they are satisfied as a staff member (score of 4 or 5) there were 8 staff who chose either 1,2 or 3 meaning 25% of staff are not satisfied. **Root Cause:** Teachers are not satisfied due to additional workload, stress levels and Covid.

Culture and Climate

Culture and Climate Summary

OHI survey results from 2018 - 2019 show an increase in all dimensions.

OHI Dimensions	2018	2019	Change
Goal Focus	20	53	33
Communication Adequacy	12	72	60
Optimal Power Equalization	26	57	31
Resource Utilization	7	42	35
Cohesiveness	7	56	49
Morale	16	47	42
Innovativeness	16	47	31
Autonomy	18	57	39
Adaptation	8	48	40
Problem Solving Adequacy	7	42	35
Average Score	14	53	35

In October of 2020 the staff were surveyed. 28 staff members completed the survey. Comments received in the open ended section of the survey indicated teachers feeling stressed about their workload mixed with Covid. There were also comments such as "I love it here", and "I feel I am supported at this school".

Questions on the survey included: On a scale of 1-5, with 1 being unsatisfied and 5 being satisfied, how happy are you being a staff member at Glen Loch?

Answers were as follows on a scale of:

- 1 - 1
- 2 - 4
- 3 - 2
- 4 - 3
- 5 - 18

Culture and Climate Strengths

Staff at Glen Loch feel supported and valued. They have a team, we can do this mentality. They feel happy and blessed to be part of a supportive campus. System wide changes to ensure communication channels are clear and to increase teacher autonomy and power equalization have made a positive impact.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): While 21 staff said they are satisfied as a staff member (score of 4 or 5) there were 8 staff who chose either 1,2 or 3 meaning 25% of staff are not satisfied. **Root Cause:** Teachers are not satisfied due to additional workload, stress levels and Covid.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent & Community Engagement:

Summary:

- Meet & Greet Your Teacher
- Parent Informational Nights
- STAAR Parent Informational Night
- Math/Science/Health Family Nights
- Reading Nights
- Bimonthly PTO Meetings
- PTO Holiday Breakfast
- Gator Run
- Field Day
- Walk to School Day
- Glen Loch Carnival
- Choir Concerts (2nd & 4th)
- PTO Parent Volunteers – Car Rider Morning Duty
- Dancing Through Life Student Presentations
- Parent Portal
- LMS – Canvas & SeeSaw
- School Smore Newsletter (sent out at least 3x month)
- School Website
- Holiday Parties
- Career Day Presentations (by our parents and community members)
- Read for a Better Life
- Kids Hope Mentoring Program
- Monthly Glen Loch Nights at Local Restaurants or Outdoor Vendors
- Family Assistance Programs with Community Organizations (CISD Police, The Woodlands United Methodist Church, Church Project, Crossroads, Montgomery County Food Bank)
- Socio-emotional Family Presentation (Anxiety, Online Safety, etc.)

Parent and Community Engagement Strengths

- Increase of family engagement on Glen Loch Smore Newsletters
- Consistent communication in English and Spanish through: Gator News and texts/call outs.
- Strong community partnerships (TWUMC, Church Project, Crossroads, MCFoodBank, Trinity Episcopal Church) who support our students' family needs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Glen Loch Elementary only has a select few parents who are consistently involved. PTO meetings consist of the same parents. **Root Cause:** Lack of reaching out and creating strong family bonds with parents has an impact on creating an "it takes a village" family/school relationship.

Priority Problem Statements

Problem Statement 1: End of year BAS Reading Levels at Glen Loch historically are below Conroe ISD expectations for the end of the year.

Root Cause 1: Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: End of year BAS Reading Levels at Glen Loch historically are below Conroe ISD expectations for the end of the year.

Root Cause 2: Teachers need to training to learn the differences in the Tier I Word Study resources available from Conroe ISD.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: While 21 staff said they are satisfied as a staff member (score of 4 or 5) there were 8 staff who chose either 1,2 or 3 meaning 25% of staff are not satisfied.

Root Cause 3: Teachers are not satisfied due to additional workload, stress levels and Covid.

Problem Statement 3 Areas: Student Achievement - Culture and Climate

Problem Statement 4: Glen Loch Elementary only has a select few parents who are consistently involved. PTO meetings consist of the same parents.

Root Cause 4: Lack of reaching out and creating strong family bonds with parents has an impact on creating an "it takes a village" family/school relationship.

Problem Statement 4 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL 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 diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





Performance Objective 1: After Tier I Word Study training and mCLASS Phonics Intervention, Glen Loch Elementary will increase the number of students meeting BAS end of year expectations

Evaluation Data Sources: mCLASS

BAS Data

SMART Goal Data

Summative Evaluation: None

Strategy 1: Teachers will analyze mCLASS data and set a grade level SMART goal to increase their student's Phonics scores on mCLASS. Strategy's Expected Result/Impact: Teachers will consistently monitor mCLASS data and SMART goals will be met each 3 months. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: Substitutes - Title I - \$5,400	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Teachers will use mCLASS data to drive instruction, providing small group instruction on each student's phonics level during the built in Campus Intervention and Enrichment time. Strategy's Expected Result/Impact: Grade Level SMART goals will be met. Students will increase their level of competency as identified on the mCLASS assessment. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: End of year BAS Reading Levels at Glen Loch historically are below Conroe ISD expectations for the end of the year. **Root Cause:** Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness.





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase Meets Grade Level on the Reading Assessment for students identified as Economically Disadvantaged by 5% and by 3% for all other students groups.

Evaluation Data Sources: STAAR, District Benchmarks, Campus Common Assessments

Summative Evaluation: None

Strategy 1: Provide Staff Development in the area of Reading for the Units of Study in Grades K-4. Strategy's Expected Result/Impact: Teachers will learn how to effectively implement the Reading Units of Study. Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Coach Campus Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 2 Funding Sources: Reading Instructional Coach - Title I - \$71,655, General Education Teachers for At-Risk Students - State Comp Ed - \$1,370,689, Bilingual Classroom Books - Title III - \$3,900	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Implement and utilize a campus wide system for analyzing data in a systemic and consistent way. Strategy's Expected Result/Impact: Teachers will utilize a campus assessment calendar with administration dates and analysis dates for all assessments. Teachers will use a consistent campus wide protocol for analyzing the data and setting and monitoring SMART goals. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: End of year BAS Reading Levels at Glen Loch historically are below Conroe ISD expectations for the end of the year. Root Cause: Teachers need to training to learn the differences in the Tier I Word Study resources available from Conroe ISD.

Goal 1: Student Achievement and Post-Secondary Success:





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Increase Meets Grade Level on the Math Assessment for students identified as Economically Disadvantaged by 5% and by 3% for all other students groups.

Evaluation Data Sources: STAAR, District Benchmarks, Campus Common Assessments

Summative Evaluation: None

Strategy 1: Implement and utilize a campus wide system for analyzing data in a systemic and consistent way. Strategy's Expected Result/Impact: Teachers will utilize a campus assessment calendar with administration dates and analysis dates for all assessments. Teachers will use a consistent campus wide protocol for analyzing the data and setting and monitoring SMART goals. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1, 2 Funding Sources: Instructional Coach- Math - Title I - \$71,652	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: End of year BAS Reading Levels at Glen Loch historically are below Conroe ISD expectations for the end of the year. Root Cause: Students are not progressing reading levels due to an inability to decode and due to a gap in phonemic awareness.
Problem Statement 2: End of year BAS Reading Levels at Glen Loch historically are below Conroe ISD expectations for the end of the year. Root Cause: Teachers need to training to learn the differences in the Tier I Word Study resources available from Conroe ISD.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Conduct weekly meetings with secretary to make sure the budget is being managed efficiently. Strategy's Expected Result/Impact: The monies will be used efficiently to meet the needs of the campus. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: Implement a plan to attract and retain highly effective teachers to work at hard to staff campuses.

Strategy 1: Utilize all available resources including Human Resources staff, the CISD Job Fair, and the campus recruitment committee to recruit and retain quality, diverse applicants. Strategy's Expected Result/Impact: Hire and retain quality, diverse staff for the campus. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Strengthen partnerships with PTO, parents and community to maximize learning for students by providing opportunities for families to be engaged in academic and social events. Strategy's Expected Result/Impact: There will be an increase in parent and community involvement in academic and social events and the relationship between parent and community with the campus will be improved. Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide Elements: 2.4, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Materials for hosting parent involvement activities. - Title I - \$3,228	Reviews			
	Formative			Summative
	Feb	Apr	July	July

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Implement a campus wide positive, proactive instructional approach to behavior through the implementation of PBIS Foundations. Strategy's Expected Result/Impact: The Foundations team will analyze attendance and discipline data and see a decrease in referrals with an increase in the attendance rate. Staff Responsible for Monitoring: Assistant Principal Foundations Team Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Provide staff development to staff to continue integration of technology across the curriculum. Strategy's Expected Result/Impact: Staff will be able to better utilize their LMS. Staff Responsible for Monitoring: Librarian/Media Specialist District Technology Coach Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Parent Survey data

Summative Evaluation: None

Strategy 1: Utilize a variety of communication methods in a timely manner, in a language parents can understand, about campus initiatives, programs, meetings and activities. Strategy's Expected Result/Impact: Parents will be better informed and will be empowered to get engaged in campus activities. Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

State Compensatory

Personnel for Glen Loch Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	20.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

When developing our Campus Needs Assessment we included stakeholders, parents and community members in a variety of ways. We used Parent Survey data, information gathered at PTO meetings and feedback from events held to collect information for determining our current needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan development process included sharing state and local academic data with parents, then using survey data to gather their input for which areas to address in the plan.

2.2: Regular monitoring and revision

The campus is a Professional Learning Community. Each grade level meets formally at least one time each week from 7:30 - 8:25 AM. Teams use formal agendas and norms to drive their meetings, rotating which teacher makes the agenda each week. Their agendas are centered around the 4 Guiding Questions of a PLC. They look at and study curriculum, analyze data and make decisions for intervention and enrichment for each child. In addition, they provide professional development to one another, teaching each other their T TESS goal for the year (this year the goals are selected from The Art and Science of Teaching by Marzano).

Glen Loch has established an MTSS team. The team meets each Wednesday at 7:30 AM. They study the current data that the teams are generating including the mCLASS data. They determine RTI needs then schedule and hold RTI meetings with the RTI Teacher present.

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

Campus Improvement Plans are available to parents on the campus website. They are translated into Spanish.

All newsletters are created using SMORE which is easily translated. Emails, texts and all notices are provided in Spanish as well.

Social Media is used to share the great things happening on the campus.

2.4: Opportunities for all children to meet State standards

Opportunities for all children to meet state standards are provided through an ongoing process of teaching and learning. Grade level teams meet together to analyze grade level data. They determine which students have not met standards and make plans for reteaching or intervention. Tier I strategies are being strengthened through the use of two instructional campus coaches who provide instructional supports, modeling and feedback to the teachers.

A special intervention and enrichment time is built into the school day from 7:30 - 8:25 AM allowing time for teachers to do additional targeted instruction with specific groups of students. In addition, before and after school tutoring is provided to students.

2.5: Increased learning time and well-rounded education

Learning time has been increased by changing the master schedule to create a built in intervention and enrichment time during the school day to ensure each child receives a well-rounded education. Before and after school tutorials are available to students.

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

The MTSS team closely monitors the at-risk population. The MTSS team including the campus Principal, Counselor, Assistant Principal and RTI Teacher hold RTI meetings twice each month to address the needs of the at-risk. A schoolwide strategy for analyzing data and student groups has been implemented.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents are surveyed each year. Parents are also given an opportunity to provide feedback at campus events. This information is gathered and used to make revisions to the Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

PTO meetings are offered each month at alternating times, 12:00 PM and 6:00 PM allowing time for working parents to attend the meetings. Community involvement activities are planned throughout the year to engage parents such as Math Night, Jump Rope for Heart, and Book Fairs.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mykedria Young	Instructional Coach		
Ragen Wisnoskie	RTI Teacher	Title I	.80

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	General Education Teachers for At-Risk Students		\$1,370,689.00
Sub-Total					\$1,370,689.00
Budgeted Fund Source Amount					\$1,370,689.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes		\$5,400.00
1	2	1	Reading Instructional Coach		\$71,655.00
1	3	1	Instructional Coach- Math		\$71,652.00
4	1	1	Materials for hosting parent involvement activities.		\$3,228.00
Sub-Total					\$151,935.00
Budgeted Fund Source Amount					\$151,935.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Bilingual Classroom Books		\$3,900.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
Grand Total					\$1,526,524.00

Addendums