

Calhoun County Independent School District

Port O'Connor Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



POC Dolphins

Mission Statement

POC Elementary will inspire students to achieve their personal BEST through collaborative, innovative, and engaging educational experiences while building positive relationships and fostering high achievement.

Vision

Our Vision is to develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Port O'Connor, on State Highway 185 and Matagorda Bay in southern Calhoun County is a small coastal town known for fishing, tourism, and retirement living. Port O'Connor (POC) School serves grades PK-6 in the Calhoun County Independent School District. It is a Title 1 school with 62 students enrolled. Currently, POC has 7 teachers with one teacher teaching a combined 1st/2nd grade class. Demographics of POC are: 56% White, 42% Hispanic, 2% Asian, 14% Emergent Bilingual, 11% Special Ed, 10% 504, 5% GT, 10% homeless, 23% at-risk, and 60% economically disadvantaged.

Demographics Strengths

POC has many strengths. Some of the most notable include:

- Campus collaboration that promotes a positive learning environment
- Due to our demographics, we are fortunate to have hands on experiences with our local wetlands
- Parent, business, church, and community involvement in social, academic and monetary support in the education of our children
- Low teacher to student ratio
- All Paraprofessionals are Highly Qualified
- Effective planning by staff to meet the academic and social/emotional needs of the school
- Intense small group interventions
- Diverse educator experience across the campus ranging from seven years to 33 years of experience
- A part-time Interventionist/Dyslexia teacher has been hired
- Parent Liaison on campus one day a week

Problem Statements Identifying Demographics Needs

Problem Statement 1: POC's enrollment has remained low. **Root Cause:** Lack of affordable housing to purchase or rent in POC.

Problem Statement 2 (Prioritized): A certified Special Education teacher is needed daily to help Regular Education teacher meet the needs of our Special Education population.
Root Cause: Special Education teacher is only on campus only on campus two hours a week.

Student Learning

Student Learning Summary

POC is an outstanding campus with many amazing achievements. An essential process of POC is to have continuous and focused data analysis to help drive our instruction. Formative and summative assessments are used as a teaching tool to generate data. These assessments are rigorous, and they raise expectations for student achievement. Being a data driven campus, we strive for improvement in all populations and student groups. Full implementation of the district's curriculum is expected in every classroom and is closely monitored. Differentiated instruction is practiced daily to meet the needs of all students. Along with classroom instruction, computer intervention programs are used to supplement the core curriculum. Daily programs used are Waterford, Istation, Reflex Math, ST Math, IXL, Prodigy, Stemscores, and Khan Academy. These programs provide progress-monitoring reports that teachers use to prescribe interventions for each student.

The district and campus goals reflect our commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

We will continue to monitor and track student performance while implementing best teaching practices to promote the success of all students.

| 2022 STAAR Reading | | | 2022 STAAR Math | | | |
|--------------------|------------|-------|-------------------------------|------------|-------|---------|
| | Approaches | Meets | Masters | Approaches | Meets | Masters |
| 3 rd | 90% | 50% | 40% | 100% | 80% | 50% |
| State | 77% | 52% | 31% | 70% | 54% | 22% |
| 4 th | 80% | 60% | 60% | 80% | 80% | 40% |
| State | 70% | 42% | 21% | 82% | 52% | 26% |
| 5 th | 91% | 73% | 55% | 91% | 55% | 45% |
| State | 80% | 57% | 37% | 76% | 47% | 24% |
| 6 th | 86% | 86% | 71% | 100% | 86% | 14% |
| State | 69% | 42% | 22% | 72% | 37% | 15% |
| | | | 5 th STAAR Science | | | |
| 5 th | | | | 91% | 36% | 18% |
| State | | | | 66% | 37% | 17% |

Student Learning Strengths

In the current A-F Accountability System, Port O'Connor School scored the following in 2022:

Overall Score: 93 - A

Student Achievement: 93

Student Progress: 93

Distinction Designations: 3 Science; Comparative Academic Growth; Post Secondary Readiness

*Strong Student and Teacher rapport

*1 to 1 Chromebooks for all students and teachers

*All grade levels have a computer intervention time

*Implement hands-on, student-centered learning across the curriculum

*Data shows that our lower grade levels (Pk-2) build a strong foundation for students entering STAAR grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students must be provided with differentiated and relevant instruction to meet their individual needs. **Root Cause:** Different levels in learning and academic gaps vary from student to student.

Problem Statement 2 (Prioritized): Attendance is low across all grade levels. **Root Cause:** Parents do not see the importance of having students at school everyday (many inexcusable reasons for being absent) and in attendance for the entire school day.

Problem Statement 3: There is a need to increase the academic achievement of 5th graders at the meets and masters levels of performance on STAAR science. **Root Cause:** Science in the lower grades is not primary focus of the teachers. A need for science interventions.

Problem Statement 4: Our overall Emergent Bilingual passing rate on STAAR is 0% in RLA and 33% in Math (based on 2022 STAAR data). **Root Cause:** Students being new to Texas from Mexico. The students' language barrier and retention of skills taught in English.

School Processes & Programs

School Processes & Programs Summary

POC utilizes the Pearson Savvas RLA Curriculum and TEKS Resource System to have vertical alignment and uniformity for all grade levels. Implementation of the district's curriculum is expected in every classroom and closely monitored through lesson plans and walk-throughs. NWEA MAP, Circle, Tx-KEA and TPRI testing will be given at the beginning, middle, and end of the year to track student growth and areas of need. Data from these assessments, classroom assessments, and nine week curriculum based assessments, will be used to target specific skills not mastered by each student. Teachers have implemented student growth and goal charts to help students be accountable for their own learning.

Curriculum, instruction, and assessments are all a strong focus at POC. Our staff is knowledgeable in required content, they use various assessment tools, and provide differentiated instruction in daily lessons. Targeted interventions are provided when necessary.

Technology is integrated into instructional programs on a routine basis. All students have access to Chromebooks in the classroom.

School Processes & Programs Strengths

- Bilingual Parent Liaison on campus one day a week.
- Administration and teachers disaggregate campus data to pinpoint instructional gaps and implement targeted interventions.
- Istation, Waterford, Circle, Tx-KEA, TPRI, and NWEA MAP are used as a universal screener to track student progress.
- New teachers have an on-campus mentor and participate in the District new-teacher professional development program.
- 1 to 1 Chromebooks for all grade levels and staff
- Student growth and goal charts are being implemented with the MAP testing and STAAR data.
- School Messenger and Class DoJo are used to keep in constant contact with parents regarding academic concerns and/or successes and upcoming events.
- Differentiated instruction in all classrooms
- Part-time Dyslexia/Interventionist

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Implementing technology on a more consistent basis instead of using pencil/paper tasks. **Root Cause:** Instructional personnel utilize what is most familiar and do not consistently utilize the additional, available resources.

Problem Statement 2 (Prioritized): The 3rd grade class is showing significant gaps in core content subjects. **Root Cause:** This was the first Kindergarten class that experienced school closure due to COVID and subsequent virtual instruction following the closure.

Perceptions

Perceptions Summary

POC provides a friendly and welcoming culture that promotes a positive school climate by engaging families and community members in school activities. We have an open door policy and maintain open communication between home and school.

POC has created a strong partnership between the community and the school. The school is the heart of the community and members take pride in playing an active role in supporting school initiatives. There is a strong relationship with community and families which promotes a positive school climate. It is a team effort to create a safe, supportive, and engaging learning environment for our children.

POC has a shared vision and plan for promoting, enhancing, and sustaining parental involvement where students have all the opportunities and resources necessary to be successful. Since every school is unique, it is important to consider its history, community, strengths, and needs in order to encourage parental involvement. Our vision is for our children to achieve lifelong success.

Perceptions Strengths

- POC strives to be high performing.
- Community involvement in the school is strong.
- POC PTO is strong, active, and involved and provides great support in many ways to students, staff and school.
- Low incidence of student discipline referrals
- During morning announcements a Character building message is read to the students.
- 5th and 6th grade students are participating in morning announcements on Fridays.
- Parents/Guardians of absent students are contacted each day.
- Family Reading Nights are held.
- Class DoJo, School Messenger, and Facebook are being used to keep in communication with our families and community.
- Weekly Character Ed. lessons are held by the counselor.
- Dolphin dollars are given for attendance, behavior, and grades each nine weeks.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Family involvement of our Emergent Bilingual population is lower than average. **Root Cause:** Language and cultural differences create barriers to parental engagement within the school. POC in years past did not have a Spanish speaking Parent Liaison to help bridge the gap between our Spanish speaking parents and the school.

Priority Problem Statements

Problem Statement 5: Our students must be provided with differentiated and relevant instruction to meet their individual needs.

Root Cause 5: Different levels in learning and academic gaps vary from student to student.

Problem Statement 5 Areas: Student Learning

Problem Statement 2: Implementing technology on a more consistent basis instead of using pencil/paper tasks.

Root Cause 2: Instructional personnel utilize what is most familiar and do not consistently utilize the additional, available resources.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: A certified Special Education teacher is needed daily to help Regular Education teacher meet the needs of our Special Education population.

Root Cause 3: Special Education teacher is only on campus only on campus two hours a week.

Problem Statement 3 Areas: Demographics

Problem Statement 1: Attendance is low across all grade levels.

Root Cause 1: Parents do not see the importance of having students at school everyday (many inexcusable reasons for being absent) and in attendance for the entire school day.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: The 3rd grade class is showing significant gaps in core content subjects.

Root Cause 4: This was the first Kindergarten class that experienced school closure due to COVID and subsequent virtual instruction following the closure.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: POC will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.





Performance Objective 1: The % of 3rd grade students who score Meets grade level or above on STAAR Reading will increase from 50% to 65% by June 2025. (2022 STAAR - 50% Meets)

Evaluation Data Sources: POC will evaluate student achievement and growth by monitoring and dis-aggregating Curriculum Based Assessment data, NWEA MAP testing data, Interim data, iStation ISIP data, and student performance on STAAR-based assessments.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: POC provides ongoing professional development to improve academic performance of students to close the achievement gaps in 3rd reading, including that of students in special populations.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best instructional practices resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: POC purchases and provides research based instructional supplies, STAAR materials, intervention materials, and technology to support the academic and social goals of the campus.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the resources into daily lessons and interventions resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 3: Grade 3 RLA uses formative and summative assessment data to analyze TEKS alignment and Depth of Knowledge levels. Based on this data, teachers create reteach/retest opportunities and prescribe targeted interventions.</p> <p>Strategy's Expected Result/Impact: Student achievement gaps will be closed and mastery of grade-level TEKS will be achieved. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: POC provides interventions in grade 3 RLA to target students' achievement gaps.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR reading will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: POC utilizes Savvas's scope and sequence for grade 3 RLA instruction to ensure vertical and horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Curricular alignment between written, taught, and tested curriculum will ensure all grade 3 RLA standards are taught and mastered.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Grade 3 gives RLA universal screeners (iStation ISIP and NWEA MAP testing) to measure and establish academic baselines, which guide instructional decisions.</p> <p>Strategy's Expected Result/Impact: The universal screeners will identify each student's academic areas of strength and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 7 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 7: Grade 3 students will participate in a RLA academic camp before STAAR assessments. Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR reading will increase. Staff Responsible for Monitoring: Campus Administrator, Lisa Riley</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: POC will implement writing across the curriculum to enhance student achievement in all subjects. Strategy's Expected Result/Impact: Student performance in all content areas and performance categories of meets and masters will increase. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: The Campus Administrator will actively observe classroom instruction throughout the year by conducting walk-throughs and formal observations. Data will be documented in Strive. Strategy's Expected Result/Impact: 3rd grade teachers will make significant progress in reaching their T-Tess goals. Staff Responsible for Monitoring: Campus Administrator</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Student growth and goal charts will be used to monitor academic progress. Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on grade 3 STAAR RLA will increase and all students will show one year's growth by the end of the year. Staff Responsible for Monitoring: Campus Administrator and Teachers</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 11 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 11: A 10% funded Title 1 Instructional Specialist will provide instructional support and guidance to teachers in order to ensure academic success.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR reading will increase. Circle Testing, Tx-KEA, and TPRI EOY data will show one years growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 12 Details | Reviews | | | |
| <p>Strategy 12: A part-time Dyslexia/Response to Intervention teacher will provide intensive systematic instruction to students who are struggling academically.</p> <p>Strategy's Expected Result/Impact: 100% of students will show one year's growth on the end of year Circle, Tx-KEA, TPRI, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Erin Blankenship, Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Summer school will be provided to students in order to close the achievement gaps of students not mastering grade 3 RLA TEKS.</p> <p>Strategy's Expected Result/Impact: 100% of 3rd grade students will meet passing standards on grade 3 RLA STAAR assessment.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: POC will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.





Performance Objective 2: The % of 3rd grade students who score Meets grade level or above on STAAR Math will increase from 80% to 95% by June 2025. (STAAR 2022-80% Meets)

Evaluation Data Sources: POC will evaluate student achievement and growth by monitoring and dis-aggregating Curriculum Based Assessment data, NWEA MAP testing data, Interim data, iStation ISIP data, and student performance on STAAR-based assessments.

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: POC provides ongoing professional development to improve academic performance of students to close the achievement gaps in 3rd math, including that of students in special populations.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best instructional practices resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Grade 3 math uses formative and summative assessment data to analyze TEKS alignment and Depth of Knowledge levels. Based on this data, teachers create reteach/retest opportunities and prescribe targeted interventions.</p> <p>Strategy's Expected Result/Impact: Student achievement gaps will be closed and mastery of grade-level TEKS will be achieved. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: POC purchases and provides research based instructional supplies, STAAR materials, intervention materials, and technology to support the academic and social goals of the campus.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the resources into daily lessons and interventions resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 4: POC provides interventions in 3rd grade math to target students' achievement gaps.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR math will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: POC utilizes Stemscores, TEKS Resource System, TExGuide, and TRS Pacing Guides to ensure vertical and horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Curricular alignment between written, taught, and tested curriculum will ensure all grade 3 math standards are taught and mastered.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Grade 3 gives math universal screeners (iStation ISIP, and NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions.</p> <p>Strategy's Expected Result/Impact: The universal screeners will identify each student's academic areas of strength and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Grade 3 students will participate in a math academic camp before STAAR assessments.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR math will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Sheryl Haynes</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 8: POC will implement writing across the curriculum to enhance student achievement in all subjects. Strategy's Expected Result/Impact: Student performance in all content areas and performance categories of meets and masters will increase. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: The Campus Administrator will actively observe classroom instruction throughout the year by conducting walk-throughs and formal observations. Data will be documented in Strive. Strategy's Expected Result/Impact: Grade 3 teachers will make significant progress in reaching their T-Tess goals. Staff Responsible for Monitoring: Campus Administrator</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Student growth and goal charts will be used to monitor academic progress. Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on grade 3 STAAR math will increase and all students will show one year's growth by the end of the year. Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: A 10% funded Title 1 Instructional Specialist will provide instructional support and guidance to teachers in order to ensure academic success. Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR reading will increase. Circle Testing, Tx-KEA, and TPRI EOY data will show one years growth. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |

| Strategy 12 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 12: A part-time Dyslexia/Response to Intervention teacher will provide intensive systematic instruction to students who are struggling academically.</p> <p>Strategy's Expected Result/Impact: 100% of students will show one year's growth on the end of year Circle, Tx-KEA, TPRI, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Erin Blankenship, Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Summer school will be provided to students in order to close the achievement gaps of students not mastering grade 3 math TEKS.</p> <p>Strategy's Expected Result/Impact: 100% of 3rd grade students will meet passing standards on grade 3 math STAAR assessment.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| <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> | | | | |

Goal 1: POC will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.





Performance Objective 3: The % of students who score Meets grade level or above on STAAR Reading 4-6 will increase by 5% each year. (STAAR 2022 - 4th -75% Meets; 5th-80% Meets; 6th-86% Meets)

Evaluation Data Sources: POC will evaluate student achievement and growth by monitoring and dis-aggregating Curriculum Based Assessment data, NWEA MAP testing data, Interim data, iStation ISIP data, and student performance on STAAR-based assessments.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: POC provides ongoing professional development to improve academic performance of students to close the achievement gaps in reading, including that of students in special populations.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best instructional practices resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: POC purchases and provides research based instructional supplies, STAAR materials, intervention materials, and technology to support the academic and social goals of the campus.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the resources into daily lessons and interventions resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Grades 4-6 RLA uses formative and summative assessment data to analyze TEKS alignment and Depth of Knowledge levels. Based on this data, teachers create reteach/retest opportunities and prescribe targeted interventions.</p> <p>Strategy's Expected Result/Impact: Student achievement gaps will be closed and mastery of grade-level TEKS will be achieved. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 4: POC provides interventions in reading to target students' achievement gaps. Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR reading will increase. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: POC utilizes Savvas's scope and sequence for RLA instruction to ensure vertical and horizontal alignment. Strategy's Expected Result/Impact: Curricular alignment between written, taught, and tested curriculum will ensure all grade 4-6 RLA standards are taught and mastered. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: POC gives RLA universal screeners (Circle, Tx-KEA, TPRI, iStation, and NWEA MAP testing) to measure and establish academic baselines, which guide instructional decisions. Strategy's Expected Result/Impact: The universal screeners will identify each students' academic areas of strength and weaknesses, thus targeting academic interventions and enrichments, as needed. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: 4th-6th grade students will participate in a RLA academic camp before STAAR assessments. Strategy's Expected Result/Impact: The % of students scoring at the meets grade-level or above on STAAR RLA will increase. Staff Responsible for Monitoring: Campus Administrator, Lisa Riley, Shelly McCauley</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 8 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 8: The Campus Administrator will actively observe classroom instruction throughout the year by conducting walk-throughs and formal observations. Data will be documented in Strive.</p> <p>Strategy's Expected Result/Impact: All teachers will make significant progress in reaching their T-Tess goals.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: POC will implement writing across the curriculum to enhance student achievement in all subjects.</p> <p>Strategy's Expected Result/Impact: Student performance in all content areas and performance categories of meets and masters will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Student growth and goal charts will be used to monitor academic progress.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on grades 4-6 STAAR RLA will increase and all students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: A 10% funded Title 1 Instructional Specialist will provide instructional support and guidance to teachers in order to ensure academic success.</p> <p>Strategy's Expected Result/Impact: % of students scoring at the meets grade level or above on STAAR reading will increase.</p> <p>Circle Testing, Tx-KEA, and TPRI EOY data will show one years growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 12 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 12: A part-time Dyslexia/Response to Intervention teacher will provide intensive systematic instruction to students who are struggling academically.</p> <p>Strategy's Expected Result/Impact: 100% of students will show one year's growth on the end of year Circle, Tx-KEA, TPRI, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Erin Blankenship, Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Summer school will be provided to students in order to close the achievement gaps of students not mastering grades 4-6 TEKS.</p> <p>Strategy's Expected Result/Impact: 100% of 4-6 grade students will meet passing standards on the STAAR RLA assessment.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| <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> | | | | |

Goal 1: POC will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.





Performance Objective 4: The % of students who score Meets grade level or above on STAAR Math 4-8 will increase by 5% each year. (STAAR 2022 - 4th-100% Meets; 5th-60% Meets; 6th-86% Meets)

Evaluation Data Sources: POC will evaluate student achievement and growth by monitoring and dis-aggregating Curriculum Based Assessment data, NWEA MAP testing data, Interim data, iStation ISIP data, and student performance on STAAR-based assessments.

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: POC provides ongoing professional development to improve academic performance of students to close the achievement gaps in math, including that of students in special programs.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best instructional practices resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Grades 4-6 math uses formative and summative assessment data to analyze TEKS alignment and Depth of Knowledge levels. Based on this data, teachers create reteach/retest opportunities and prescribe targeted interventions.</p> <p>Strategy's Expected Result/Impact: Student achievement gaps will be closed and mastery of grade-level TEKS will be achieved. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: POC purchases and provides research based instructional supplies, STAAR materials, intervention materials, and technology to support the academic and social goals of the campus.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the resources into daily lessons and interventions resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 4: POC will provide interventions in math to target achievement gaps.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR math will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: POC utilizes Stemscores, TEKS Resource System, TExGuide, and TRS Pacing guides to ensure vertical and horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Curricular alignment between written, taught, and tested curriculum will ensure all grades 4-6 math standards are taught and mastered.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: POC gives math universal screeners (Waterford, CIRCLE, Tx-KEA, IXL, iStation, and NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions.</p> <p>Strategy's Expected Result/Impact: The universal screeners will identify each student's academic areas of strength and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: 4th-6th grade students will participate in a math academic camp before STAAR assessments.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade-level or above on STAAR math will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Sheryl Haynes, April Price</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 8 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 8: The Campus Administrator will actively observe classroom instruction throughout the year by conducting walk-throughs and formal observations. Data will be documented in Strive.</p> <p>Strategy's Expected Result/Impact: All teachers will make significant progress in reaching their T-Tess goals.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: POC will implement writing across the curriculum to enhance student achievement in all subjects.</p> <p>Strategy's Expected Result/Impact: Student performance in all content areas and performance categories of meets and masters will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Student growth and goal charts will be used to monitor academic progress.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on grades 4-6 STAAR math will increase and all students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Teachers</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: A 10% funded Title 1 Instructional Specialist will provide instructional support and guidance to teachers in order to ensure academic success.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR math will increase.</p> <p>Circle Testing, Tx-KEA, and TPRI EOY data will show one years growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 12 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 12: A part-time Dyslexia/Response to Intervention teacher will provide intensive systematic instruction to students who are struggling academically.</p> <p>Strategy's Expected Result/Impact: 100% of students will show one year's growth on the end of year Circle, Tx-KEA, TPRI, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Erin Blankenship, Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Summer school will be provided to students in order to close the achievement gaps of students not mastering grades 4-6 TEKS.</p> <p>Strategy's Expected Result/Impact: 100% of 4-6 grade students will meet passing standards on the STAAR math assessment.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| <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> | | | | |





Goal 1: POC will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 5: The % of students who score Meets grade level or above on STAAR Science 5th grade will increase by 5% each year. (STAAR 2022 - 40% Meets)

Evaluation Data Sources: POC will evaluate student achievement and growth by monitoring and dis-aggregating Curriculum Based Assessment data, NWEA MAP testing data, Interim data, and student performance on STAAR-based assessments.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: POC provides ongoing professional development to improve academic performance of students to close the achievement gaps in 5th science, including that of students in special populations.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best instructional practices resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: POC purchases and provides research based instructional supplies, STAAR materials, intervention materials, and technology to support the academic and social goals of the campus.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the resources into daily lessons and interventions resulting in an increase in student engagement and achievement. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Grade 5 science uses formative and summative assessment data to analyze TEKS alignment and Depth of Knowledge levels. Based on this data, the teacher create reteach/retest opportunities and prescribe targeted interventions.</p> <p>Strategy's Expected Result/Impact: Student achievement gaps will be closed and mastery of grade-level TEKS will be achieved. All students will show one year's growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 4: POC provides interventions in 5th grade science to target students' achievement gaps.</p> <p>Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR science will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: POC utilizes TEKS Resource System, Kesler Science, TExGuide, and TRS Pacing guides to ensure vertical and horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Curricular alignment between written, taught, and tested curriculum will ensure all grades K-6 standards are taught and mastered.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: POC gives a science universal screener (NWEA MAP testing) to measure and establish academic baselines, which guide instructional decisions.</p> <p>Strategy's Expected Result/Impact: The universal screener will identify each student's academic areas of strength and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: The Campus Administrator will actively observe classroom instruction throughout the year by conducting walk-throughs and formal observations. Data will be documented in Strive.</p> <p>Strategy's Expected Result/Impact: All teachers will make significant progress in reaching their T-Tess goals.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 8 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 8: POC will implement writing across the curriculum to enhance student achievement in all subjects. Strategy's Expected Result/Impact: Student performance in all content areas and performance categories of meets and masters will increase. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Student growth and goal charts will be used to monitor academic progress. Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on grades 5th STAAR science will increase. Staff Responsible for Monitoring: Campus Administrator and Teachers</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: A 10% funded Title 1 Instructional Specialist will provide instructional support and guidance to teachers in order to ensure academic success. Strategy's Expected Result/Impact: The % of students scoring at the meets grade level or above on STAAR science will increase. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: A part-time Dyslexia/Response to Intervention teacher will provide intensive systematic instruction to students who are struggling academically. Strategy's Expected Result/Impact: 100% of students will show one year's growth on the end of year Circle, Tx-KEA, TPRI, and STAAR assessments. Staff Responsible for Monitoring: Erin Blankenship, Campus Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| <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> | | | | |

Goal 1: POC will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 6: The % of Bilingual Emergent and Special Education student populations that score Meets grade level or above on STAAR will increase by 5% each year.

Evaluation Data Sources: POC will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessment data, Measures of Academic Progress data, STAAR-based assessment data, and the Results Driven Accountability Report.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Families of Emergent Bilingual Students will be given the opportunity to participate in informational meetings in the Fall and Spring semesters.</p> <p>Strategy's Expected Result/Impact: An increase in parental involvement of our EB students.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Parent Liaison</p> <p>Title I: 4.2</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: POC will hold parent, family, and community engagement activities to involve all stakeholders in the academic success of all students, including those students in special populations.</p> <p>Strategy's Expected Result/Impact: An increase in parental and community involvement.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Parent Liaison</p> <p>Title I: 4.2</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Kinder-6th grade students identified with Dyslexia will be provided Reading by Design intervention by a trained Dyslexia teacher.</p> <p>Strategy's Expected Result/Impact: An increase in student achievement and mastery of grade-level TEKS.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Dyslexia teacher</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 4: Two Instructional/Special Education aides will be used to provide academic support in the mainstreamed classroom for all students.</p> <p>Strategy's Expected Result/Impact: Mastery of grade-level TEKS by students in special populations.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: POC provides staff professional development on research-based inclusion strategies for students in special populations.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best instructional practices resulting in an increase in student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: POC will utilize Summit K12, Reading by Design, ST Math, Waterford, and iStation to increase student growth and achievement for all students including those in special populations.</p> <p>Strategy's Expected Result/Impact: A year of academic growth by all students.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Goal 2: POC will support college, career, and military readiness through academic, extra and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

Performance Objective 1: POC will consistently monitor student attendance to improve its 94% attendance rate and ensure increasing opportunities for student academic success.

Evaluation Data Sources: POC will monitor attendance every 9-weeks period and compare student attendance and academic achievement data to determine attendance make-up and tutoring needs.

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: All GT identified students will participate in higher level learning in the classroom and will be given opportunities to participate in project-based work.</p> <p>Strategy's Expected Result/Impact: GT teachers will implement project-based learning to differentiate instruction and increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will provide lessons which include rigorous learning targets and real life connections.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The campus administrator will meet with teachers to compare student attendance and academic achievement to determine students' instructional needs.</p> <p>Strategy's Expected Result/Impact: Increased student attendance which will result in student academic achievement and growth.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |





| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 4: Students will earn Dolphin Dollars for Perfect Attendance, A Honor Roll, A/B Honor Roll, and good behavior.</p> <p>Strategy's Expected Result/Impact: Increased student attendance and student academic achievement and growth.</p> <p>Staff Responsible for Monitoring: Carol Rosenboom Campus Administrator</p> <p>Title I: 2.4</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: POC will provide opportunities for students to experience educational and cultural excursions to enrich the curriculum and encourage student engagement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and academic growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>Title I: 2.4, 2.5</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: POC will maintain a safe environment through enhanced safety measures and campus initiatives.

Performance Objective 1: POC will strive to improve all practices associated with school safety measures including training, development, and refinement of current safety practices.

Evaluation Data Sources: Drills and training take place monthly and are documented through logs and electronic messages assuring compliance with safety protocols.





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: POC will continue to enforce policies and procedures that promote a safe, orderly, and secure environment through character education lessons, bullying awareness, conflict resolution, Red Ribbon Week, Fire Prevention, fire drills, and lock-down drills.</p> <p>Strategy's Expected Result/Impact: A safe learning environment for all students and staff will be created and maintained.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Counselor</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: POC will have 2 mail outs a year to keep addresses current for safety purposes.</p> <p>Strategy's Expected Result/Impact: A safe learning environment for all students and staff will be created.</p> <p>Staff Responsible for Monitoring: Carol Rosenboom</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The school counselor will be on campus 1 day a week to meet with students and conduct lessons on character ed, bullying, school safety, etc.</p> <p>Strategy's Expected Result/Impact: A safe learning environment for all students and staff will be created.</p> <p>Staff Responsible for Monitoring: Campus Administrator Counselor</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: School Messenger, Facebook, CCISD Website, Class DoJo, and notes will be used to effectively communicate with POC School families.</p> <p>Strategy's Expected Result/Impact: A safe learning environment for all students and staff will be created.</p> <p>Staff Responsible for Monitoring: Campus Administrator Carol Rosenboom Teachers</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 5: POC staff will adhere to CDC and District guidelines regarding COVID protocols. Strategy's Expected Result/Impact: A safe and healthy learning environment for all students and staff. Staff Responsible for Monitoring: Campus Administrator | Formative | | | Summative |
| | Dec | Feb | Apr | 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> | | | | |

Goal 4: POC will attract and retain quality staff through the measures outlined in the District of Innovation plan, salary incentives, potential teacher housing and a supportive professional development plan.

Performance Objective 1: POC will design targeted professional development focused on administrator and teacher effectiveness in all instructional settings.





Evaluation Data Sources: Professional development data is evaluated on a continuum of enrollment, attendance, closing surveys, and implementation evidence of the concepts/strategies.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: POC teachers will receive professional development and be prepared and equipped to teach all populations of students: ESL, GT, SpEd Inclusion, 504, and behavioral.</p> <p>Strategy's Expected Result/Impact: All students are mainstreamed in the general ed. classroom and receiving specialized instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: All POC GT certified teachers will attend update in-service.</p> <p>Strategy's Expected Result/Impact: GT teachers will learn updated strategies to work with our GT population.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: POC will attract and retain quality staff through the measures outlined in the District of Innovation plan, salary incentives, potential teacher housing and a supportive professional development plan.

Performance Objective 2: POC will actively recruit teachers and mentor new hires to ensure the retention of effective educators.





Evaluation Data Sources: Surveys regarding the New Teacher mentor program, T-Tess Walk-throughs, Observations, and Evaluations are regularly used to gauge the effectiveness of recruitment and retention decisions.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Campus mentorship program will be utilized to support new staff members to the POC faculty. Strategy's Expected Result/Impact: 100% teacher retention for the next school year. Staff Responsible for Monitoring: Campus Administrator | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: POC seeks out and retains effective highly qualified teachers and paraprofessionals. Strategy's Expected Result/Impact: 100% of staff positions will be filled. Staff Responsible for Monitoring: Campus Administrator | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: POC will practice fiscal responsibility while meeting student and staff needs.

Performance Objective 1: POC will monitor budget requests and utilize federal, state, and district funds to support the instructional plan.





Evaluation Data Sources: Fiscally responsible purchases are made based on appropriate campus requests for instructional needs.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: POC will exercise fiscal responsibility towards current resources, as well as additional resources that will be purchased and expenditures will remain within the budget.</p> <p>Strategy's Expected Result/Impact: 100% of the students will be provided with necessary tools in order to ensure their success.</p> <p>Staff Responsible for Monitoring: Carol Rosenboom Campus Administrator</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilize federal and state financial resources according to ESSA and state regulation to assure compliance with the law in regards to the purchase of materials, instructional programs, and services in order to meet the academic needs of all students.</p> <p>Strategy's Expected Result/Impact: Based on the yearly audit of finances and program budgets, POC will utilize federal, state, and local budgets in accordance with all mandated regulations.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Assistant Superintendents of Federal Programs and Curriculum and Instruction, Special Education Director</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: POC will practice fiscal responsibility while meeting student and staff needs.

Performance Objective 2: POC will coordinate federal, state, and district funds to enhance the safety program.

Evaluation Data Sources: Fiscally responsible purchases are made from vendor quotes and based on campus safety needs.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: POC uses approved vendors and, if necessary, requests a minimum of three quotes to ensure high-quality products are purchased at a reasonable price.</p> <p>Strategy's Expected Result/Impact: POC's purchases remain within budget.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Carol Rosenboom</p> | Formative | | | Summative |
| | Dec | Feb | Apr | 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> | | | | |

State Compensatory

Budget for Port O'Connor Elementary

Total SCE Funds: \$121,614.55

Total FTEs Funded by SCE: 3.55

Brief Description of SCE Services and/or Programs

SCE monies are used to support regular education at POC in the following ways: 1. Student achievement 2. Special Education inclusion support 3. Dyslexia pull out services 4. Intervention for identified at-risk students to accelerate learning in all academic areas

Personnel for Port O'Connor Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------|-------------------------------|------------|
| April Price | Teacher Fellowship | 0.89 |
| Erin Blankenship | Teacher | 0.79 |
| Kelly Wehmeyer | Principal/Instructional Spec. | 0.1 |
| Kim Sonnier | Teacher's Aide | 1 |
| Shelly McCauley | Teacher | 0.77 |

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All staff members (professional and paraprofessionals) serve on our Campus Needs Assessment Team. The team used a list of guiding questions to ensure we focused on areas of needs pertaining to our students. In the area of student achievement, the committee used STAAR data, Campus Benchmark Assessments, iStation data, Waterford data and TPRI data. The committee analyzed the needs of our students who were failing or at risk of failing. In addition, the team solicited information on any barriers for teachers, students, and parents. A parent and student survey was used to gather this data.

Stakeholders were invited to review and provide input on the draft Campus Needs Assessment. Several drafts of the Campus Needs Assessment were developed using input from the team and feedback from outside stakeholders.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site Based Decision Making Team includes a parent, a business representative, a community member, an administrator, teachers, and paraprofessionals. The parent, business, and community members were solicited based upon their knowledge and willingness to openly and honestly provide feedback to help identify and provide input to meet the needs of our students.

2.2: Regular monitoring and revision

The Site Based Decision Making Team meets four times per year. The team meets to review the progress of the Campus Improvement Plan and to evaluate our current programs and strategies to improve student academic achievement. All stakeholders are notified if any changes are made to the CIP so everyone can work towards a common goal.

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

Our Campus Improvement Plan is available electronically via a link on our campus website or in paper form in the office for any parents or community members who wish to view it. In addition, parents and community members are welcomed to request a copy of the plan if they would like one. Any questions or comments can be addressed by scheduling a meeting with our Principal and Site Based Decision Team if the need arises. The plan is currently available in English and may be translated into Spanish if requested.

2.4: Opportunities for all children to meet State standards

In an effort to meet the needs of all students, teachers will work in collaborative teams to analyze student data and determine next steps to ensure all students are making adequate progress and meeting State standards. Professional development will be provided in the areas of greatest need in an effort to strengthen instruction and determine how to fill in the educational gaps that might exist in students struggling academically. Targeted interventions and after school tutorials may be offered to students not meeting standards. Teachers are differentiating instruction based on student achievement data and working in small groups with Tier 2 students and individually with Tier 3 students. Data from computer based intervention programs such as I-Stations, Waterford, ST Math and ISL are being used to meet individual needs and scaffold learning.

2.5: Increased learning time and well-rounded education

The master schedule was built to maximize instruction and includes built in intervention time. During this time, teachers deliver more targeted instruction to struggling learners. Other students are assigned intervention programs that individualize instruction and keep them moving forward and growing at a pace that is appropriate. Curriculum decisions are data driven with the focus on continuous improvement. All teachers are expected and held accountable for fully implementing the district's curriculum. Principal meets regularly with teachers to ensure district and campus expectations are being met. Struggling teachers are given support if required.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are scheduled after the normal workday to make it more convenient for parents and community members to attend. The meetings are advertised at the local post office, in school flyers and on the campus website. In addition, parents are provided with teacher and principal contact information and are encouraged to call with any questions or concerns regarding their child. Teachers regularly notify parents via DoJo of upcoming events, successes, improvement areas, etc.

5. Targeted Assistance Schools Only

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|--------------------------|----------------|------------|
| Kelly Wehmeyer | Instructional specialist | Title I | .1 |
| Kim Sonnier | Aide | Title I | .48 |

Addendums



Port O'Connor

PO Box 687 (508 W. Monroe)
 Port O'Connor TX 77982-0687
 361-983-2341 361-551-2605
 Kelly Wehmeyer, Principal



| 2022 STAAR Reading | | | | 2022 STAAR Math | | |
|--------------------|------------|-------|---------|-------------------------------|-------|---------|
| | Approaches | Meets | Masters | Approaches | Meets | Masters |
| 3 rd | 90% | 50% | 40% | 100% | 80% | 50% |
| State | 77% | 52% | 31% | 70% | 54% | 22% |
| 4 th | 80% | 60% | 60% | 80% | 80% | 40% |
| State | 70% | 42% | 21% | 82% | 52% | 26% |
| 5 th | 91% | 73% | 55% | 91% | 55% | 45% |
| State | 80% | 57% | 37% | 76% | 47% | 24% |
| 6 th | 86% | 86% | 71% | 100% | 86% | 14% |
| State | 69% | 42% | 22% | 72% | 37% | 15% |
| | | | | 5 th STAAR Science | | |
| 5 th | | | | 91% | 36% | 18% |
| State | | | | 66% | 37% | 17% |

Celebrations

- Rated an A in Accountability
- Received 3 Designation Distinctions
- POC's STAAR Masters category exceeded state average in all tested areas
- Our campus is welcoming back parents, families, community members, and school programs
- We are excited to have a half-day Librarian back on campus and a Counselor one day a week
- Average teaching experience of our staff is 18 years

Instructional Opportunities

- Part-time Dyslexia/Interventionist on campus
- Writing in all core content areas
- Small class sizes
- Dolphin time (interventions) implemented in 3rd – 6th grades
- POC Campus structures and schedules allow teachers and staff to work collaboratively to meet various needs of students

Challenges

- No substitutes available for POC
- Help needed in classrooms for challenging behavior
- Safety concerns being addressed on our campus
- Enrollment continues to decline due to lack of affordable housing for families in POC
- Special Education teacher needed more than 2 hours a week
- Student attendance
- Emergent Bilingual passing rate on STAAR
- 3rd grade showing significant gaps in core subjects (first Kindergarten class that experienced school closure due to COVID and subsequent virtual instruction following the closure.)

2021-2022 Port O'Connor Grade Level Transition Plan

Home to Pre-K

PK-Kinder Round up is held in April to allow parents to come to the campus to register their child(ren) for the upcoming school year.

Meet the Teacher Night: In August prior to school starting, families and students are invited to tour the campus, visit with the teacher, and fill out beginning of the year paperwork.

Pre-K -6th Grade

Port O'Connor Elementary has a unique, small school environment which allows students of all grade levels to participate in joint activities and work together throughout the year. This enables students and teachers to establish relationships between grades and oftentimes the older students mentor and tutor the younger students through activities such as writing buddies and reading buddies. Every morning all students meet in the cafeteria before school begins which allows interaction between the older students, the younger students and the teacher on duty. At the end of the school year, each class visits the next year's teacher and classroom to discuss grade level expectations and give students the chance to ask questions.

The Principal is available daily and a counselor is available one day a week to meet with parents and students to ensure all student needs are met.

6th grade to 7th grade

Middle school counselors visit the 6th grade class to discuss course selections, extra-curricular activities offered and answer questions. Parents are invited to attend the visit.

April or May: 6th Grade field trip to tour both Travis and Seadrift.

Orientation will be held at Travis prior to school starting in August. Seadrift will have Meet the Teacher night prior to school starting.

2021-2022 Port O'Connor (POC) Translation Plan

The Home Language Survey form is used to determine what translation is needed on POC Campus. At POC, English and Spanish are the only languages identified.

POC uses Google Translate as a form of written translation to send emails and Remind messages to parents.

POC provides a bilingual parent liaison to assist parents with any issues or concerns. This person will be available when necessary to assist in communication and will provide written communication in both English and Spanish

Parent consent forms are available to parents in Spanish

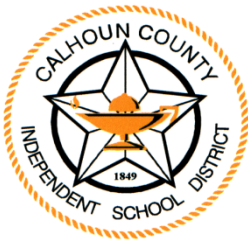
ESL forms are available in Spanish

Special Education Progress Reports are translated in Spanish

Facebook posts can be translated in Spanish

CCISD District Website has the option to select a language to have it displayed in another language.

POC will begin using School Messenger which gives parents the option to hear and receive messages in Spanish.



Port O'Connor School

PO Box 687 (508 W. Monroe)
Port O'Connor TX 77982-0687
361-983-2341 361-551-2605
Kelly Wehmeyer, Principal



Date: _____

To the Parents/Guardians of: _____ Grade: _____

Regular attendance at school is critical to the educational progress of your child. In order to help your child be successful in school, it is important for parents and/or guardians to make sure their child comes to school on time and stays in school for the entire day.

The attendance record of your child has been reviewed and this letter is sent to inform you that he/she has been:

- Absent _____ days this school year (____ 1st Sem ____ 2nd Sem)
- Tardy _____ days this school year
- Checked out of school before 3:35pm _____ days this school year

Texas law states that students must be in attendance at least 90% of the time to receive grade level credit. The 90% rule pertains to all absences regardless if the absences are excused or unexcused.

In addition, District Policy dictates that parent notes may only excuse a total of 8 days per semester regardless of the reason for the absence. Parent notes must be presented to the school within 5 days of the student returning to school.

Your child has exceeded the state's allowable absences and has fallen below 90% attendance. We will be providing an after school program for elementary students whose absences put him/her in jeopardy of not meeting the minimum attendance requirements. This program will allow students to recover instructional time, but will not nullify absences. Targeted instruction will be provided Monday through Thursday from 3:35 pm to 4:00 pm. Parents/Guardians will be responsible for picking up their child at 4:00. Two days make-up hours will count as one day attendance recovery. Parents/Guardians will be notified when attendance recovery will begin.

Parent / Guardian Signature

Date